

**Report of the
Commissioners
of the
District of
Columbia**

1894~1895

Vol. 2

(Washington, DC)



District of Columbia. Commissioners
T: Report

REPORT
OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA
TO THE
COMMISSIONERS OF THE DISTRICT OF COLUMBIA.
1894-95.

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BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.

LOCAL COMMITTEES.

WASHINGTON, D. C.

Division.	Name.	Term expires.	Address.
First	J. J. Darlington.....	Sept. 13, 1896	410 Fifth street nw.
Second	George H. Harries.....	do	Evening Star office.
Third	James W. Whelpley.....	do	American Security and Trust Com- pany, 1405 G street nw.
Fourth	David H. Hazen, M. D.....	do	407 Sixth street sw.
Fifth	Jesse H. Wilson.....	do	344 D street nw.
Sixth	Mrs. Louise R. Stowell.....	do	2803 Fourteenth street nw.
Seventh	A. H. Witmer, M. D.....	do	St. Elizabeth Insane Asylum.
.....	F. J. Shadd, M. D.....	do	901 R street nw.
Eighth	Blanche K. Bruce.....	do	2010 R street nw.
Ninth	Mrs. Mary C. Terrell.....	do	1934 Fourth street nw.
Tenth	L. A. Cornish.....	do	Sixth Auditor's Office, Busch Building.

OFFICERS OF THE BOARD.

President.—JAMES W. WHELPLEY, 1405 G street northwest.*Secretary.*—J. G. FALCK, Franklin School.*Superintendent of schools.*—W. B. POWELL, A. M., Franklin School.*Superintendent of colored schools.*—G. F. T. COOK, A. M., Sumner School.

MEETING OF THE BOARD OF TRUSTEES.

The stated meetings of the board of trustees are held on the second Tuesday of each month, and on the last Tuesday of June.

STANDING COMMITTEES OF THE BOARD.

On rules: Messrs. BRUCE, WITMER, HARRIES, Mrs. STOWELL.

On ways and means, supplies, and accounts: Messrs. WILSON, WHELPLEY, HAZEN, CORNISH, HARRIES.

On buildings, repairs, and furniture: Messrs. HARRIES, WITMER, CORNISH, Mrs. TERRELL.

On normal and high schools and scholarships: Messrs. DARLINGTON, WILSON, BRUCE, WHELPLEY, HARRIES, Mrs. STOWELL.

On teachers and janitors: Messrs. WILSON, WITMER, SHADD.

On text-books, studies, and examinations and promotions of pupils: Messrs. HAZEN, WILSON, BRUCE, Mrs. STOWELL.

On penmanship, music, and discipline: Messrs. SHADD, WITMER, HAZEN. Mrs. TERRELL.

On industrial education, drawing, and night schools: Messrs. CORNISH, DARLINGTON, WHELPLEY, Mrs. TERRELL, Mr. HARRIES.

On library and report: Messrs. WITMER, DARLINGTON, SHADD, HARRIES.

On sanitation: Mrs. STOWELL, Messrs. HAZEN, WITMER, SHADD.

SCHOOL DIRECTORY.

FIRST SIX DIVISIONS.

SUPERINTENDENT.

W. B. POWELL, Franklin School.

CLERK.

J. G. FALCK, Franklin School.

DIRECTORS OF SPECIAL WORK.

Director of primary work	E. A. Denney (Miss).....	808 12th street nw.
Assistant director.....	M. A. Blandy (Miss).....	1447 S street nw.
Director of music.....	A. E. Scammell (Miss).....	1108 Maryland avenue sw.
Director of drawing.....	S. E. W. Fuller (Mrs.).....	2611 Messmore avenue.
Director of manual training.....	J. A. Chamberlain.....	626 O street nw.
Director of cooking.....	E. S. Jacobs (Miss).....	1911 Vermont avenue.
Director of sewing.....	M. W. Cate (Mrs.).....	217 I street nw.
Director of physical culture.....	Rebecca Stonerod (Miss).....	1308 16th street nw.

NORMAL SCHOOLS.

Principal. Mrs. I. G. MYERS.

Office, Franklin School; residence, 807 Tenth street northwest.

Name of building.	Location of building.	Name of principal.
Franklin School ...	13th and K streets nw.....	Miss A. M. Goding, 1218 Sixth street nw.
Dennison School...	S street, between 13th and 14th streets nw.	Miss E. V. Brown, 1312 R street nw.

HIGH SCHOOLS.

Director Dr. F. R. Lane.

Office, Central High School; residence, 1720 Q street northwest.

Central High	O street, between 6th and 7th streets nw.	Dr. F. R. Lane.
Eastern High	7th street, between Pa. avenue and C street se.	Mr. C. M. L. Sites, 1315 Clifton street nw.
Western High	Curtis School, O street, between 32d and 33d streets nw.	Miss E. C. Westcott, 1339 L street nw.
Business High.....	1st street, between B and C streets, nw	Mr. Allan Davis, 908 11th street se.

FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, 1334 T street northwest.

Franklin.....	13th and K streets nw.....	Dr. E. G. Kimball, 1315 M street nw.
Dennison.....	S street, between 13th and 14th streets nw.	Miss K. E. Rawlings, 3519 Eslin street nw.
Force	Mass. avenue, between 17th and 18th streets nw.	Mr. B. W. Murch, 1703 35th street nw.
Berret	14th and Q streets nw.....	Miss M. C. McGill, 1447 Q street nw.
Adams	R street, between 17th street and N. H. avenue nw.	Mrs. C. B. Smith, 1525 9th street nw.
Harrison	13th street, between V and W streets nw.	Miss A. L. Sargent, 945 R. I. avenue nw.
Phelps.....	Vt. avenue, between T and U streets nw.	Miss C. L. Garrison, 944 S street nw.
Thomson	12th street, between K and L streets nw.	(See Franklin School.)

SECOND DIVISION A.

Supervising principal, Mr. N. P. GAGE.

Office, Seaton School; residence, 1126 5th street northwest.

Name of building.	Location of building.	Name of principal.
Henry	P street, between 6th and 7th streets nw.	Miss E. K. Scott, 1230 11th street nw.
Webster	10th and H streets nw.....	Miss S. B. Kent, 1103 N. Y. avenue nw.
Seaton	I street, between 2d and 3d streets nw.	Miss F. L. Hendley, 1216 L street nw.
Abbot	6th street and N. Y. avenue nw.....	Mr. S. J. Thomson, 1107 5th street nw.
Morse	5th and R streets nw.....	Miss Metella King, 721 Irving street nw.
Polk	7th and P streets nw.....	Miss F. M. Roach, 1207 5th street nw.
Twining	3d street, between N and O streets nw.	Miss Adelaide Davis, 1320 15th street nw.

SECOND DIVISION B.

Supervising principal, Mr. W. B. PATTERSON.

Office, Gales School; residence, 712 F street northeast.

Gales	1st and G streets nw.....	Miss K. T. Brown, 635 I street nw.
Blake	North Capitol street, between K and L streets nw.	Miss M. E. Bond, 813 1st street nw.
Arthur	Arthur Place nw.....	Miss Miranda Steele, 200 A street se.
Blair	I street, between 6th and 7th streets ne.	Miss E. F. Goodwin, 1101 K street nw.
Taylor	7th street, near G street ne.....	Miss E. C. Dyer, 1702 9th street nw.
Madison	10th and G streets ne.....	Miss H. P. Johnson, 12 Grant Place nw.
Pierce	14th and G streets ne.....	Miss Virginia Emory, 931 O street nw.
Hamilton	Bladensburg road, county.....	Miss E. P. Kirk, 819 R street nw.
Langdon	Langdon, D. C.....	Miss A. M. Sisson, 440 K street nw.

THIRD DIVISION.

Supervising principal, Mr. A. T. STUART.

Office, Wallach School; residence, 16 4th street southeast.

Wallach	D street, between 7th and 8th streets se.	Miss Annie Beers, 623 East Capitol street.
Peabody	5th and C streets ne.....	Miss M. A. Aukward, 128 D street se.
Maury	B street, between 12th and 13th streets ne.	Miss M. G. Kelly, 715 East Capitol street.
Brent	3d and D streets se.....	Miss A. L. Grant, 507 East Capitol street.
Towers	8th and C streets se.....	Miss N. M. Mack, 624 A street se.
Carbery	5th street, between D and E streets ne.	Miss M. E. Little, 720 A street ne.
Lenox	5th street and Va. avenue se.....	Miss V. L. Nourse, 415 C street, se.
McCormick	3d street, between M and N streets se.	Miss M. V. Lithgow, 1009 B street se.

FOURTH DIVISION.

Supervising principal, Mr. ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 416 10th street southwest.

Jefferson	6th and D streets sw	Mr. H. T. A. Lemon, 629 G street sw.
Amidon	6th and F streets sw	Mr. C. N. Thompson, 201 10th street sw.
Bradley	13 $\frac{1}{2}$ street, between C and D streets sw.	Mr. C. F. Zimmele, 205 9th street sw.
Smallwood	I street, between 3d and 4 $\frac{1}{2}$ streets sw.	Mr. S. E. Kramer, 1512 13th street nw.
Potomac	12th street, between Md. avenue and E street sw.	Miss M. E. Garrett, 718 B street sw.
Greenleaf	4 $\frac{1}{2}$ street, between M and N streets sw.	

FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, 3017 O street northwest; residence, 1671 31st street northwest.

Name of building.	Location of building.	Name of principal.
Addison	P street, between 32d and 33d streets nw.	Miss E. M. Chase, 300 R street nw.
Corcoran	28th street, between M street and Olive avenue nw.	Miss M. F. Gore, 812 21st street nw.
Grant	G street, between 21st and 22d streets nw.	Mr. S. M. Ryder, 33 R street nw.
Weightman	23d and M streets nw.	Miss F. L. Reeves, 730 22d street nw.
Jackson	U street, between 30th and 31st streets nw.	Mrs. L. A. Bradley, 936 I street nw.
Fillmore	35th street, between U and V streets nw.	Miss T. C. Roeser, 936 23d street nw.
High Street	32d and S streets nw.	Miss H. B. Bell, 3307 O street nw.
Threlkeld	36th street and Prospect avenue nw.	Miss M. J. Good, 1420 33d street nw.
Blunt	3017 O street nw.	Miss J. R. Ossire, 2721 P street nw.

SIXTH DIVISION A.

(County.)

Supervising principal, Mr. J. R. KEENE.

Office, Monroe School; residence, Brightwood, D. C.

<i>White.</i>		
Monroe	Stenben street, between Brightwood and Sherman avenues nw.	Mr. Horton Simpson, 902 T street nw.
Tenleytown	Tenleytown	Mr. W. B. Ireland, 1457 S street nw.
Johnson	Mount Pleasant, D. C.	Miss C. G. Brewer, 1022 12th street nw.
Mt. Pleasant	Brightwood, D. C.	Mr. W. E. Nalley, Brightwood, D. C.
Brightwood	Riggs and Blair roads	Miss H. E. King, 5th and Morrison streets nw.
Soldiers' Home	Brookland, D. C.	Mr. C. K. Finckel, 615 Spruce street nw.
Brookland	Conduit road	Mr. C. A. Johnson, 2011 S street nw.
Conduit Road		
<i>Colored.</i>		
Brightwood	Military road	Mr. A. P. Lewis, 1809 13th street nw.
Fort Slocum	Fort Slocum	Mr. R. L. Mitchell, 2213 7th street nw.
Grant Road	Grant road, near Conn. avenue extended.	Mr. F. L. Cardozo, jr., 2306 6th street nw.
Ivy City	Ivy City, D. C.	Mr. A. O. Stafford, 1439 W street nw.
Little Falls Road	Little Falls road	Mr. U. G. Black, 1940 11th street nw.
Mott	6th and Trumbull streets nw.	Dr. W. B. Evans, 1926 12th street nw.
Wilson	Central avenue, between Erie and Superior streets nw.	Mrs. L. I. Hawkesworth, 2224 6th street nw.

SIXTH DIVISION B.

(City and county.)

Supervising principal, Mr. J. T. FREEMAN.

Office, Tyler School; residence, Kensington, Md.

<i>White.</i>		
Buchanan	E street, between 13th and 14th streets se.	Miss B. L. Woodward, 115 Md. avenue ne.
Crauch	12th and G street se.	Miss M. J. Peabody, 725 13th street se.
Tyler	11th street, between G and I streets se.	Miss S. A. Langley, 311 6th street se.

SIXTH DIVISION B.—Continued.

(City and county)—Continued.

Name of building.	Location of building.	Name of principal.
<i>White—Continued.</i>		
Benning	Benning, D. C.	Mr. J. H. Voorhees, Benning, D. C.
Congress Heights	Giesboro.	Mr. H. F. Lowe, 115 Maple avenue, Anacostia, D. C.
Good Hope	Good Hope.	Miss M. E. McCormick, 224 N street nw.
Van Buren and annex.	Anacostia, D. C.	Mr. S. M. Ely, 409 G street nw.
<i>Colored.</i>		
Benning Road	Near Benning.	Mr. J. E. Syphax, 1631 L street nw.
Birney	Howard avenue, Hillsdale.	Miss F. J. Smith, 1524 Pierce place nw.
Hillsdale		
Burrville	Burrville	Mr. H. W. Lewis, 1115 Q street nw.
Garfield	Garfield.	Dr. F. J. Cardozo, 306 3d street aw.

SEVENTH AND EIGHTH DIVISIONS. (Colored.)

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

CLERK.

J. W. F. SMITH, Sumner School.

DIRECTORS OF SPECIAL WORK.

Music.	{ H. F. Grant	1215 W street nw.
	{ J. T. Layton	1722 10th street nw.
Director of drawing.	T. W. Hunster	151b street and Kenesaw avenue nw.
Director of manual training.	J. H. Hill	227 Wilson street nw.
Director of cooking	M. B. Cook (Miss)	215 Prince street, Alexandria, Va.
Director of sewing.	C. E. Syphax (Miss)	1417 Pierce place nw.
Director of physical culture.	Hattie B. George (Miss)	619 B street ne.

HIGH AND NORMAL SCHOOLS.

Name of building.	Location of building.	Name of principal.
Normal School.	Magruder School, M near 17th street nw.	Miss L. E. Moten, 728 4th street nw.
High School	M street, between 1st street and N. J. avenue nw.	Mr. F. L. Cardozo, 1938 4th street nw.

SEVENTH DIVISION.

Supervising principal, Mr. H. P. MONTGOMERY.

Office, Sumner School; residence, 1928 11th street northwest.

Sumner.	17th and M streets nw.	Mr. E. W. Brown, 924 24th street nw.
Stevens.	21st street, between K and L streets nw.	Mr. J. B. Clark, 1633 11th street nw.
Magruder	M street, between 16th and 17th streets nw.	Miss A. M. Mason, 2218 I street nw.
Wormley	Prospect street, between 33d and 34th streets nw.	Miss A. T. Howard, 2209 14th street nw.
Briggs.	22d and E streets nw.	Miss M. E. Gibbs, 1741 20th street nw.
Garrison.	12th street, between R and S streets nw.	Miss C. A. Patterson, 1532 15th street nw.
Phillips.	N street, between 27th and 28th streets nw.	Miss G. F. Smith, 1613 Madison street nw.

880 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

EIGHTH DIVISION A.

Supervising principal, Dr. W. S. MONTGOMERY.

Office, John F. Cook School; residence, 1912 11th street northwest.

Name of building.	Location of building.	Name of principal.
John F. Cook.....	O street, between 4th and 5th streets nw.	Miss Lucinda Cook, 2232 6th street nw.
Garnet.....	U street, between Vt. avenue and 10th street nw.	Miss E. F. G. Merritt, 1109 I street nw.
Banneker.....	3d street, between K and L streets nw.	Mr. J. W. Cromwell, 1439 Pierce place nw.
Jones.....	1st and L streets nw.....	Miss K. C. Lewis, 1116 18th street nw.
Lovejoy.....	12th and D streets ne.....	Miss G. A. Dyson, 101 7th street se.
Slater.....	P street, between North Capitol and 1st streets nw.	Miss E. A. Chase, 1109 I street nw.
Logan.....	3d and G streets ne.....	Mr. J. C. Nalle, 1429 Pierce place nw.
Patterson.....	Vt. avenue, near U street nw.....	Miss K. W. Alexander, 1512 Pierce place nw.

EIGHTH DIVISION B.

Supervising principal, Dr. J. H. N. WARING.

Office, Lincoln School; residence, 1932 11th street northwest.

Lincoln.....	2d and C streets se.....	Miss M. P. Shadd, 2110 14th street nw.
Randall.....	1st and I streets sw.....	Miss M. E. Tucker, 413 B street se.
Giddings.....	G street, between 3rd and 4th streets se.	Miss L. A. Smith, 1624 11th street nw.
Anthony Bowen...	9th and E streets sw.....	Miss J. C. Grant, 1448 Pierce place nw.
Bell.....	1st street, between B and C streets sw.	Miss L. F. A. Dyson, 101 7th street se.
Ambush.....	L street, between 6th and 7th streets sw.	Miss A. S. Bailey, 421 8th street sw.

REPORT OF BOARD OF TRUSTEES, PUBLIC SCHOOLS.

To the honorable the Commissioners of the District of Columbia:

GENTLEMEN: The board of trustees of the public schools of the District of Columbia respectfully submit herewith their report for the school year ended June 30, 1895, together with the accompanying reports of the superintendents, the principals of the high schools, the supervising principals, and the heads of the special departments of instruction.

ATTENDANCE.

During the year 41,557 pupils have attended the day schools and 2,583 pupils have attended the night schools, making a total attendance for the year of 44,140. The total expenditures for the conduct of the schools, including all salaries and incidental expenses, was \$848,405.60. The expense per capita of instruction in the day schools, including the graded, high, and normal schools, was \$20.41.

It will be seen from the report of Superintendent Powell that the number of children of school age in the District of Columbia who are not attendants upon either the public or private schools of the District is comparatively small. Out of a white school population of 27,496 there would seem to be less than 1,200, or about $4\frac{1}{2}$ per cent., who do not enjoy some school privileges. Though the statistics as to the colored children, which are not given in the reports, would probably show a somewhat larger proportion, it is apparent that the number of children who do not attend school in the District is much smaller than is usually supposed, and is probably less than in any other of the larger cities in our country. It is, however, doubtless true that the children who are out of the schools are those who most need the training and helpful influences which they offer, and the trustees heartily second the recommendation of Superintendent Powell that provision be made for a truant officer, specially charged with the duty of seeking out this class of children and securing their attendance in so far as it may be possible to do so, in addition to the duties ordinarily devolved upon officers of that character.

ACCOMMODATIONS.

While it is true, as above stated, that only a small percentage of the school population is wholly without the benefits of the schools, it becomes increasingly true year by year that a very large proportion of

it is deprived of half their school life because of the insufficiency of the accommodations provided. Our last report showed that about 2,000 pupils above the second grade were limited to half-day attendance during the year closing on June 30, 1894. The number during the past year increased to 2,021, and in the current year has increased to 2,569 pupils. As stated in our last report, a teacher is employed and paid to instruct each of these pupils for the whole of the usual school day, and all the expenses incidental to a full day's tuition for each of them is incurred, so that the failure to provide sufficient schoolrooms to accommodate the pupils deprives the proportion of the school children of the District of Columbia above indicated of one-half of their school life, for which half, however, the revenues of the District are nevertheless taxed to pay. For the reasons stated in the report of Superintendent Powell last year, it is a grave evil to limit children of the first and second grade to one-half-day schools, for the reason that, in the case of a considerable portion of them, to do so is to condemn them to the streets and alleys of the city, with their attendant evil influences, while to limit the school opportunities of children above that grade to three hours and a half a day is so manifestly an injustice, both to the child and state, as to require no discussion or comment.

KINDERGARTEN SCHOOLS.

The members of the board of trustees unanimously and urgently submit for your consideration the importance of adding to our school system a kindergarten feature which shall provide for the smaller children the advantages which all educators now agree result from the foundation acquired through such training. The report of Superintendent Powell declares that the superior preparation of those children in attendance upon the public schools who have had the benefit of kindergarten training before entrance therein, is manifest and this conclusion is shared by educators generally. Such provision would be attended with exceptional benefit to the class of children whose home advantages most need to be supplemented by the state, that is to say, children the circumstances of whose parents deprive them of the opportunity, and in many cases of the ability, to afford their offspring that careful home training which children more fortunately circumstanced enjoy. The superior influence upon life and character of the impressions created and training afforded during the earlier years of childhood have been long and universally recognized. The minimum school age, under the laws existing in the District of Columbia, is six years. Permit a little child, the necessities of whose parents require them to leave it unattended for the first six years of its existence, to acquire the training which street and alley life affords for that period and it will require much more than the half-day education afforded by our public schools under existing conditions to counteract and overcome the influences and tendencies which must result. The establishment of kindergarten

schools to which parents so circumstanced could commit their children during the school hours of the day would, on the contrary, give to the humblest and least favored child opportunities for the formation of habits, principles, and character from which both the individual and the public could not fail to derive benefit.

MANUAL TRAINING.

The board of trustees beg leave to state that they respectfully adhere to the opinion expressed last year and again this year in their itemized estimates for manual training. We believe that the interests of the schools now demand a thoroughly equipped manual training school for the use of the white schools and one also for the colored schools. As previously stated, we suggest that \$100,000 for each of these schools is the least amount that can well be considered.

SALARIES OF TEACHERS.

It is further recommended that the average salary of teachers and supervisors be increased from \$685, the present salary, to at least \$700.

The average salary of teachers and supervisors of the public schools in New York City is \$677; in Brooklyn, \$762; in Chicago, \$780; in Cincinnati, \$808; in San Francisco, \$883, and in Boston, \$1,000. The statistics of other cities upon this subject, it is believed, will in like manner show that the average salary in Washington is less than in any other city which approximates the thoroughness and efficiency of our schools. As pointed out in the former reports, the school attendance in each of the cities named, and in all the large cities of our country, is very largely in the first and second grades, while in the District of Columbia the attendance is nearly uniform throughout the first five grades, and the diminution in the remaining grades is less than elsewhere. This feature of the Washington schools, while fortunate for the youth of the District, necessarily increases the cost of teaching, and the propriety and justice, not to say the necessity, of increasing the average salary of teachers so that it may be fairly adequate to conditions of such character must be obvious.

ASSISTANT SUPERINTENDENT.

We further recommend that an assistant superintendent be provided, who may relieve the superintendent of the business details attendant upon the conduct of the schools. To illustrate the desirability and necessity of such an officer, we beg to remind you that Superintendent Powell, whose salary is \$3,300 per annum, and whose ability and contribution to the cause of education in our community merits a much larger compensation, is required to devote fully one-half of his time to such details as ascertaining the necessity for and procuring repairs to the school furniture throughout the school buildings in his charge, the purchase and distribution of fuel to the different school buildings, searching for and

arranging for the rental of school buildings, superintending the distribution and collection of free text-books, furnishing minor supplies, and the like. These duties could be well performed by a capable business assistant at a salary of \$2,000, leaving the superintendents the whole of their time for the more important work of supervising and directing the educational work of the schools, in which field of labor the whole of their time is required, and in which it can be expended to far greater profit to the schools and to the public than in the performance of such duties as are above mentioned.

Respectfully submitted.

J. W. WHELPLEY,
President Board Trustees.

NOVEMBER 1, 1895.

REPORT OF SUPERINTENDENT W. B. POWELL.

To the Board of School Trustees:

GENTLEMEN: I have the honor to present herewith, for the year ending June 30, 1895, a report of the management and present condition of the schools of the first six divisions and a consolidated statement of the attendance and other important items relating to all the schools under your charge. This last-named statement has been made by uniting facts presented by Superintendent Cook with those of like kind found in my report, being given here for your convenience in getting a general view.

Number of pupils enrolled:

First six divisions	29, 078
Seventh and eighth divisions	12, 479
Total	41, 557
Number of white pupils (male, 13,119; female, 13,784)	26, 903
Number of colored pupils (male, 6, 346; female, 8, 308)	14, 654
Total (male, 19,465; female, 22,092)	41, 557
Number of pupils in city schools (white, 24,435; colored, 12,479)	36, 914
Number of pupils in county schools (white, 2,468; colored, 2,175)	4, 643
Total (white, 26,903; colored, 14,654)	41, 557
Number of male pupils (white, 13,119; colored, 6, 346)	19, 465
Number of female pupils (white, 13,784; colored, 8,308)	22, 092
Total	41, 557

	Male.	Female.	Total.
Number of pupils in normal schools	6	71	77
Number of pupils in high schools	1, 125	1, 640	2, 765
Number of pupils in grades below the high schools	18, 334	20, 381	38, 715
Total	19, 465	22, 092	41, 557

Per cent of teachers: White, 66.6; colored, 33.4; total, 100. Male, 12.71; female, 87.29; total, 100.

ENROLLMENT.

The number of pupils enrolled was 41,557—26,903 white and 14,654 colored. This shows an increase of 879, or 2.16 per cent, over the enrollment of the previous year.

The average enrollment was 33,844, or 0.65 per cent above that of the year previous.

The average number of pupils in daily attendance was 31,349.

TEACHERS.

There were employed 991 teachers, as follows:

	Male.	Female.	Total.
First six divisions.....	88	617	705
Seventh and eighth divisions.....	38	248	286
Total.....	126	865	991
Number of white teachers.....	79	581	660
Number of colored teachers.....	47	284	331
Total.....	126	865	991
City schools:			
White.....	70	536	606
Colored.....	38	248	286
Total.....	108	784	892
County schools:			
White.....	9	45	54
Colored.....	9	36	45
Total.....	18	81	99

The teachers employed were distributed as follows:

	White.	Colored.	Total.
Supervisors.....	10	3	13
Normal schools.....	7	5	12
High schools.....	84	22	106
Grammar schools.....	221	80	301
Primary schools.....	281	102	473
Drawing.....	7	4	11
Music.....	6	3	9
Health exercises.....	5	3	8
Manual training.....	15	7	22
Cooking.....	11	5	16
Sewing.....	13	7	20
Total.....	660	331	991

The day schools cost—

For teachers and supervisors, including office force.....	\$686, 875. 21
For rent.....	9, 648. 00
For fuel.....	33, 823. 49
For janitors.....	52, 680. 79
For incidental expenses, including insurance, general supplies, printing, etc.....	27, 862. 67
For free text-books and supplies.....	29, 614. 52
For industrial, including manual training, cooking, and sewing.....	7, 900. 92
For buildings and repairs.....	102, 134. 13
Total.....	950, 539. 73

The relative numbers enrolled in the different grades of our schools are shown by the following:

Per cent of whole enrollment.

Schools.	White.	Colored.
In normal schools.....	0. 19	0. 18
In high schools.....	7. 98	4. 22
In grammar schools.....	38. 56	26. 88
In primary schools.....	53. 27	68. 72
Total.....	100	100

There were enrolled in the night schools 2,583—1,079 white and 1,504 colored persons. These were taught by 59 teachers, of whom 27 were white and 32 colored.

The night schools cost—

For teachers.....	\$5,998.00
For incidental expenses.....	408.67
Total.....	6,406.67

The day schools were in session 184 days; the night schools were open 56 nights in the first six divisions and 47 nights in the seventh and eighth divisions.

The total number of persons benefited by the schools was 44,140.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools.....	51	26	77
High schools.....	2,147	618	2,765
Grammar and primary schools.....	24,765	14,010	38,775
Total.....	26,963	14,654	41,557
Increase for the year.....	661	218	879
Per cent of increase.....	2.52	1.51	2.16
Average enrollment:			
Normal schools.....	59	25	75
High schools.....	1,880	550	2,430
Grammar and primary schools.....	20,294	11,045	31,339
Total.....	22,224	11,620	33,844
Increase for the year.....	306	* 140	220
Per cent of increase.....	1.21	* 1.25	.65
Average attendance:			
Normal schools.....	49	25	74
High schools.....	1,768	528	2,296
Grammar and primary schools.....	18,629	10,350	28,979
Total.....	20,446	10,903	31,349
Increase for the year.....	222	* 221	1
Per cent of increase.....	1.00	* 2.02	

* Decrease.

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TABLE I.—*Showing attendance and cost of white and colored schools—Continued.*

	White.	Colored.	Total.
Whole enrollment:			
Boys	13, 119	6, 346	19, 465
Girls.....	13, 784	8, 308	22, 092
Total.....	26, 903	14, 654	41, 557
Whole enrollment in the night schools.....	1, 079	1, 504	2, 583
Grand total	27, 982	16, 158	44, 140
Number of teachers:			
Male	79	47	126
Female.....	581	284	865
Total	660	331	991
Night schools.....	27	32	59
Grand total	687	363	1, 050
School buildings:			
Owned	62	36	98
Rented.....	10	2	12
Total	72	38	110
Schoolrooms:*			
Owned	441	206	647
Rented.....	47	10	57
Total	488	216	704
Cost of tuition per pupil, including supervision (based on average enrollment)			\$20. 29
Cost per pupil for all expenses, except repairs and permanent improvements (based on average enrollment).....			25. 06

* Not including high schools.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1895.*

	White.	Colored.	Total.
Normal schools	51	26	77
High schools.....	2, 147	618	2, 765
Total	2, 198	644	2, 842
Grammar schools, city:			
Eighth grade	2, 014	523	2, 537
Seventh grade	2, 090	718	2, 808
Sixth grade.....	2, 599	971	3, 570
Fifth grade	2, 876	1, 227	4, 103
Total	9, 579	3, 439	13, 018
Primary schools, city:			
Fourth grade	2, 703	1, 516	4, 219
Third grade.....	2, 871	1, 983	4, 854
Second grade	3, 062	2, 073	5, 135
First grade	4, 022	2, 824	6, 846
Total	12, 658	8, 396	21, 054
County schools	2, 408	2, 175	4, 583
Grand total.....	26, 903	14, 654	41, 557

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1895.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal schools	6	71	77	0.19
High schools	1,125	1,640	2,765	6.65
Eighth grade	1,219	1,518	2,737	6.59
Seventh grade	1,368	1,725	3,093	7.44
Sixth grade	1,790	2,155	3,945	9.49
Fifth grade	2,133	2,405	4,538	10.92
Fourth grade	2,271	2,454	4,725	11.37
Third grade	2,731	2,877	5,608	13.50
Second grade	2,840	3,081	5,921	14.24
First grade	3,982	4,166	8,148	19.61
Total	19,465	22,092	41,557	100
SUMMARY.				
Normal and high schools	1,131	1,711	2,842	6.84
Grammar schools	6,510	7,803	14,313	34.44
Primary schools	11,824	12,578	24,402	58.72
Total	19,465	22,092	41,557	100

SCHOOLS.

The number of schools below the high schools was as follows:

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	41	10	51
Seventh grade	46	16	62
Sixth grade	53	19	72
Fifth grade	59	22	81
Total	199	67	266
Primary schools, city:			
Fourth grade	56	28	84
Third grade	60	37	97
Second grade	65	42	107
First grade	78	59	137
Total	259	166	425
County schools	54	45	99
Grand total	512	278	790
Number of whole-day schools	308	176	544
Number of half-day schools	144	102	256
Total	512	278	790

The average number of pupils (based on the whole enrollment) was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal)	25.5	29.4	26.6
Grammar schools, city:			
Eighth grade	49.1	52.3	49.7
Seventh grade	45.4	44.9	45.3
Sixth grade	49.0	51.1	49.6
Fifth grade	48.7	55.8	50.6
Primary schools, city:			
Fourth grade	48.3	54.1	56.2
Third grade	47.8	53.6	50.0
Second grade	47.1	48.4	47.9
First grade	51.6	47.8	49.9
County schools	45.7	48.3	46.9

Nine hundred ninety-one teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principals	10	3	13
Normal schools	7	5	12
High schools	84	22	166
Total	101	30	131
Grammar schools, city:			
Eighth grade	41	10	51
Seventh grade	46	16	62
Sixth grade	53	19	72
Fifth grade	59	22	81
Total	199	67	266
Primary schools, city:			
Fourth grade	34	28	82
Third grade	58	35	93
Second grade	63	40	103
First grade	74	57	131
Total	249	160	409
County schools	54	45	99
Teachers of music	6	3	9
Teachers of drawing	7	4	11
Teachers of manual training	15	7	22
Teachers of cookery	11	5	16
Teachers of sewing	13	7	20
Teachers of physical culture	5	3	8
Grand total	660	331	991

The cost of the schools, for supervision and teaching, was as follows:

	White.	Colored.	Total.
Supervision:			
1 superintendent	\$3,300.00	\$2,250.00	\$5,550.00
8 supervising principals, each \$2,000	16,000.00		16,000.00
3 supervising principals, each \$2,000		6,000.00	6,000.00
1 supervising principal	1,500.00		1,500.00
1 assistant supervising principal	750.00		750.00
1 clerk	1,200.00	800.00	2,000.00
1 messenger	300.00	200.00	500.00
Total	23,050.00	9,250.00	32,300.00
Cost per pupil estimated on average enrollment	*.97	†.91	.95
Tuition:			
Normal schools—			
Principals	1,500.00	1,500.00	3,000.00
2 teachers	2,000.00		2,000.00
2 teachers	1,600.00	1,600.00	3,200.00
2 teachers	1,125.00	1,250.00	2,375.00
Total	6,225.00	4,350.00	10,575.00
Cost per pupil, estimated on average enrollment	‡24.01	§50.00	32.68
High schools—			
Principals	2,500.00	1,800.00	4,300.00
83 teachers	73,735.00		73,735.00
21 teachers		16,901.90	16,901.90
Total	76,235.00	18,701.90	94,936.90
Cost per pupil, estimated on average enrollment	40.52	34.00	39.07
Grammar schools, city—			
40 eighth, 47 seventh, 53 sixth, 59 fifth grade schools	166,195.00		166,195.00
10 eighth, 16 seventh, 19 sixth, 22 fifth grade schools		54,150.00	54,150.00
Total	166,195.00	54,150.00	220,345.00
Cost per pupil, estimated on average enrollment	20.60	19.66	20.37
Primary schools, city—			
56 fourth, 60 third, 65 second, 78 first grade schools	125,105.00		125,105.00
28 fourth, 37 third, 42 second, 59 first grade schools		82,298.39	82,298.39
Total	125,105.00	82,298.39	207,403.39
Cost per pupil, estimated on average enrollment	12.15	12.74	12.19
Special teachers—			
6 music teachers, 7 drawing teachers, 5 teachers of physical culture	13,897.50		13,897.50
3 music teachers, 4 drawing teachers, 3 teachers of physical culture		7,427.42	7,427.42
Total	13,897.50	7,427.42	21,324.92
Cost per pupil, estimated on average enrollment	*.58	†.73	.63
Manual training—			
Carpentry, 13; metal working, 2; cookery, 11; sewing, 13	26,325.00		26,325.00
Carpentry, 5; metal working, 2; cookery, 5; sewing, 7		12,600.00	12,600.00
Total	26,325.00	12,600.00	38,925.00
Cost per pupil, estimated on average enrollment	1.10	1.25	1.15
County schools—			
54 teachers	34,157.50		34,157.50
45 teachers		26,907.50	26,907.50
Total	34,157.50	26,907.50	61,065.00
Cost per pupil, estimated on average enrollment	17.68	17.09	17.41

* First six divisions.

† Seventh and eighth divisions.

‡ Includes the cost of teaching ten practice schools, \$5,024.30.

§ Includes the cost of teaching six practice schools, \$3,100.

Summary:

Total cost of instruction, including supervision.....	\$686, 875. 21
Whole number of pupils enrolled.....	41, 557
Average number of pupils enrolled.....	33, 844
Average daily attendance.....	31. 349
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	\$16. 52
2. Average enrollment.....	\$20. 29
3. Average daily attendance.....	\$21. 91
<i>Contingent expenses.</i>	
Total amount expended.....	\$27, 862. 67
Average amount per pupil (estimated on average enrollment).....	. 82
<i>Free text-books.</i>	
Total amount expended.....	\$29, 614. 52
Average amount per pupil (estimated on average enrollment).....	. 94
<i>Industrial instruction.</i>	
Total amount expended.....	\$7, 900. 92
<i>Fuel.</i>	
Total amount expended.....	\$33, 823. 49
<i>Janitors.</i>	
Total amount expended.....	\$52, 680. 79
<i>Rent.</i>	
Total amount expended.....	\$9, 648. 00
SUMMARY.	
Amount expended, grand total.....	\$848, 405. 60
Average cost per pupil (including high and normal schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	20. 41
2. On average enrollment.....	25. 06
3. On average daily attendance.....	27. 06

SUPERVISION.

The cost of supervision was:

One superintendent (white).....	\$3, 300. 00
One superintendent (colored).....	2, 250. 00
Eight supervising principals (white, each \$2,000).....	16, 000. 00
Three supervising principals (colored, each \$2,000).....	6, 000. 00
One supervising principal, primary grades (white).....	1, 500. 00
One assistant supervisor, primary grades (white).....	750. 00
One clerk.....	1, 200. 00
One clerk (colored).....	800. 00
One messenger.....	300. 00
One messenger (colored).....	200. 00
Total cost of supervision.....	32, 300. 00
Average cost of supervision per pupil (estimated on average enrollment, 33,844).....	. 95
<i>Washington Normal School of the first six divisions.</i>	
Number of teachers trained.....	51
Average attendance.....	49
Number of teachers employed.....	7
Average salary.....	\$889. 28

Washington Normal School of the seventh and eighth divisions.

[Colored.]

Number of teachers trained.....	26
Average attendance.....	25
Number of teachers employed.....	5
Average salary.....	\$870

High schools of the first six divisions.

Number of pupils enrolled (girls, 1,219; boys, 928).....	2, 147
Average enrollment.....	1, 880
Average attendance.....	1, 768
Per cent of attendance.....	93.7
Average number of cases of tardiness per month.....	395
Number of pupils dismissed.....	1
Number of teachers employed.....	84
Average salary paid.....	\$907.56
Cost of tuition per pupil (estimated on average enrollment).....	\$40.52

Washington High School of the seventh and eighth divisions.

[Colored.]

Number of pupils enrolled (girls, 421; boys, 197).....	618
Average enrollment.....	550
Average attendance.....	528
Per cent of attendance.....	96.0
Average number of cases of tardiness per month.....	31
Number of pupils dismissed.....	1
Number of teachers employed.....	22
Average salary paid.....	\$850.08
Cost of tuition per pupil (estimated on average enrollment).....	\$31.48

Grammar and primary schools.

	White.	Colored.	Total.
Number of pupils enrolled.....	24, 705	14, 010	38, 715
Average enrollment.....	20, 204	11, 045	31, 339
Average attendance.....	18, 629	10, 350	28, 979
Percent of attendance.....	91.8	93.9	92.5
Average number of cases of tardiness per month.....	2, 350	633	2, 983
Number of pupils dismissed.....	6	4	10
Number of cases of corporal punishment.....	28	61	89
Number of teachers employed.....	502	272	774
Average salary paid.....	\$618.32	\$600.57	\$631.54
Average number of pupils to a teacher (estimated on average enrollment).....	40.4	40.6	40.5
Cost of tuition per pupil (estimated on average enrollment).....	\$16.03	\$14.79	\$15.59

Special teachers.

	White.*	Colored.†	Total.
Drawing.....	7	4	11
Music.....	6	3	9
Teachers of physical culture.....	5	3	8
Average salary paid:			
Drawing.....	\$878.57	\$706.85	\$816.13
Music.....	745.46	883.33	780.28
Teachers of physical culture.....	655.00	650.00	653.12
Average cost per pupil for special tuition (estimated on average enrollment).....	.58	.73	.62

* First six divisions,

† Seventh and eighth divisions.

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TABLE IV.—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1895.

Grades.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	3	23	26	.17
High school	197	421	618	4.22
Eighth grade	256	342	598	4.08
Seventh grade	352	479	831	5.67
Sixth grade	471	638	1,109	7.57
Fifth grade	608	793	1,401	9.56
Fourth grade	763	985	1,748	11.93
Third grade	1,062	1,304	2,366	16.15
Second grade	1,089	1,363	2,452	16.73
First grade	1,545	1,960	3,505	23.92
Total	6,346	8,308	14,654	100.00
SUMMARY.				
Normal and high schools	200	444	644	4.39
Grammar schools	1,687	2,252	3,939	26.88
Primary schools	4,459	5,612	10,071	68.73
Total	6,346	8,308	14,654	100.00

TABLE V.—Growth of the schools since the year 1880.

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027		6,573		21,600	
1881	15,494	3.10	6,567		22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	0.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,280	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	0.59	10,097	1.56	32,492	0.89
1894	23,483	4.85	10,141	0.43	33,624	3.48
1895	23,798	1.32	10,046	*0.94	33,844	0.65

* Decrease.

TABLE VI.—Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880.....	15,027	.....	6,573	.....	21,600	.....	434	.....
1881.....	15,494	3.1	6,567	.....	22,061	2.13	461	27
1882.....	16,063	3.6	6,763	2.98	22,826	3.46	485	24
1883.....	16,524	2.8	7,070	4.53	23,594	3.36	505	20
1884.....	16,642	0.71	7,225	2.19	23,867	1.11	525	20
1885.....	17,468	4.9	7,689	6.42	25,157	5.40	555	30
1886.....	18,720	7.1	8,191	6.52	26,911	6.97	595	40
1887.....	19,285	3.0	8,448	3.13	27,733	3.05	620	25
1888.....	19,762	2.4	8,791	4.06	28,553	2.95	654	34
1889.....	20,477	3.6	9,088	3.37	29,565	3.54	693	39
1890.....	21,077	2.9	9,289	2.21	30,366	2.70	745	52
1891.....	21,599	2.6	9,702	4.25	31,301	3.07	795	50
1892.....	22,264	3.0	9,942	2.47	32,206	2.89	845	50
1893.....	22,395	0.59	10,097	1.56	32,492	0.89	895	50
1894.....	23,483	4.85	10,141	0.43	33,624	3.48	942	47
1895.....	23,798	1.32	10,046	* 0.94	33,844	0.65	991	49

*Decrease.

TABLE VII.—Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	In-crease.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$306,199.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	0.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	0.65	991	49	24.78	838,757.60	1.54

TABLE VIII.—Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880.....	18,378		8,061		26,439		434		\$13.85	\$366,199.51	.....
1881.....	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882.....	19,031	* 0.63	8,289	1.75	27,320	0.07	485	24	14.57	398,254.54	4.44
1883.....	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884.....	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885.....	21,267	0.21	9,594	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886.....	22,198	4.3	10,138	5.62	32,336	4.7	595	40	14.78	477,993.67	1.79
1887.....	23,973	3.9	10,345	2.0	33,418	3.3	620	25	15.23	509,194.01	6.52
1888.....	23,810	3.1	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889.....	24,594	3.2	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890.....	25,468	3.5	11,438	2.39	36,906	3.1	745	52	17.75	655,310.08	10.17
1891.....	26,354	3.4	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892.....	27,398	4.3	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893.....	27,435	0.14	12,329	0.39	39,764	0.22	895	50	19.53	776,616.53	7.19
1894.....	28,445	3.68	12,233	* 0.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895.....	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54

* Decrease.

TABLE IX.—Amount expended for rent and sites and buildings each year from the year 1880 to the year 1895, inclusive.

School year ending June 30—	Rent.	Sites and buildings.
1880.....	\$28,908.35	\$74,998.24
1881.....	26,506.11	103,416.91
1882.....	26,472.57	253,609.73
1883.....	14,805.33	103,141.47
1884.....	8,742.50	103,563.94
1885.....	7,060.00	118,400.00
1886.....	6,919.66	61,130.04
1887.....	7,354.00	73,085.34
1888.....	10,215.44	239,115.77
1889.....	14,832.00	332,312.44
1890.....	10,000.00	240,467.39
1891.....	9,892.00	229,078.00
1892.....	9,602.00	220,344.47
1893.....	8,951.25	42,270.36
1894.....	9,825.50	66,939.60
1895.....	9,648.00	66,408.91

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Free text-books and supplies.

	Quantity.	Cost.		Quantity.	Cost.
BOOKS.			SUPPLIES.		
Algebras	54	\$52.92	Chalk, crayon.....gross..	1,200	\$54.00
Arithmetics:			Clay.....barrels	186	372.00
Advanced	618	382.34	Colors		46.04
Intellectual.....	252	52.50	Compasses.....dozen	31	44.64
Arithmetic readers:			Drawing tablet:		
For second grade	1,188	207.90	Large.....	8,339	266.85
For third grade	5,136	1,052.88	Small.....	10,000	235.00
Civil Government	1,356	1,084.80	Dumb-bells and hooks, pairs..	2,800	840.00
Child's Health Primer.....	720	180.00	Glue.....pints	293	84.97
Copy books.....	13,020	1,356.25	Ink, black.....quarts..	2,280	342.00
Drawing books	1,800	229.50	Mucilage.....do....	480	225.60
Essentials of Health.....	84	61.74	Paper:		
Evangeline	240	28.80	Colored.....packages..	3,902	664.42
Geographies:			Composition, No. 1.do....	15,000	1,331.25
Elementary.....	576	302.40	Composition, No. 2.do....	26,037	2,300.78
Grammar school.....	408	425.00	Drawing.....reams..	734.75	470.24
Geology, Shaler.....	156	78.00	Examination.....do....	1,591.5	2,037.12
Government and Adminis-			Modeling.....do....	32	294.08
tration, Willoughby.....	96	67.20	Practice.....packages..	15,289.5	1,146.72
Hans Andersen's Stories.....	2,700	798.75	Pencils:		
History:			Lead.....gross..	1,000	1,050.00
Barnes.....	102	85.00	Slate.....boxes..	1,125	78.75
Eggleston.....	96	80.00	Penholders.....dozen..	855	44.89
Johnston.....	1,638	1,474.20	Pens.....gross..	3,000	960.00
Montgomery.....	312	299.25	Pointers.....dozen..	21	32.76
Ridpath.....	72	48.00	Rubbers:		
Hygiene for Young People....	396	165.00	Blackboard.....do....	224	85.12
Legend of Sleepy Hollow....	660	19.80	Diamond.....pounds...	150	111.00
Miles Standish.....	312	37.44	Rulers, brass edge.....dozen..	47	21.15
Music:			Slates.....do....	100	64.00
Pamphlets.....	216	21.60	Squares.....do....	45	28.80
Readers, First.....	3,420	909.15	Wands.....	3,500	184.88
Readers, Second.....	306	96.81	Wand racks.....	74	66.60
Readers, Third.....	486	195.30	Total cost.....		13,483.66
Readers:			ADDITIONAL EXPENSES.		
Primer and First	4,368	742.94	Salary of custodian.....		900.00
Second.....	3,131	944.61	Extra help.....		62.00
Third.....	2,095	853.61	Blank books.....		20.00
Fourth.....	3,588	1,796.08	Miscellaneous printing.....		37.46
Intermediate	168	85.68	Hand stamps, ink, and pads..		3.25
Fifth.....	156	109.07	Cutting paper.....		3.75
Snow Bound.....	300	36.00	Labor and material.....		177.50
War of Independence, Fiske..	456	134.90	Hauling.....		331.31
Word Analysis, Swinton.....	144	34.80	Freight and express.....		5.51
Word and Sentence Book,			Total.....		1,540.78
Merrill.....	264	57.86	Unexpended balance at the		
Writing card.....	24	2.00	close of the year.....		385.48
Total cost.....		14,590.08	Grand total.....		30,000.00

The number of pupils enrolled in the eight grades that were supplied with free books was 38,715, making the cost per pupil for all supplies \$0.765, and the cost for books alone per pupil \$0.377.

The cost for books and supplies was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	8,148	\$3,464.01	\$0.425
Second.....	5,921	3,060.98	.517
Third.....	5,608	5,903.89	1.053
Fourth.....	4,725	3,179.00	.673
Fifth.....	4,538	3,966.63	.874
Sixth.....	3,945	2,806.37	.711
Seventh.....	3,093	3,735.79	1.208
Eighth.....	2,737	3,497.85	1.274
	38,715	29,614.52	.765

The cost for supplies and miscellaneous expenses was as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	8,148	\$2,719.07	\$0.334
Second.....	5,921	1,839.62	.311
Third.....	5,608	2,135.95	.381
Fourth.....	4,725	1,877.66	.398
Fifth.....	4,538	1,711.28	.377
Sixth.....	3,945	1,471.81	.373
Seventh.....	3,093	1,435.01	.464
Eighth.....	2,737	1,834.04	.670
Total.....	38,715	15,024.44	.388

The cost for books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First.....	8,148	\$744.94	\$0.091
Second.....	5,921	1,221.36	.206
Third.....	5,608	3,767.94	.672
Fourth.....	4,725	1,301.34	.275
Fifth.....	4,538	2,255.35	.497
Sixth.....	3,945	1,334.56	.338
Seventh.....	3,093	2,300.78	.744
Eighth.....	2,737	1,663.81	.608
Total.....	38,715	14,590.08	.377

REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA. 899

Tables showing the cost of all books and supplies, including miscellaneous expenses, by grades, for each year.

FIRST GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1892	8,005	\$5,748.43	\$0.718
1893	8,076	2,163.99	.268
1894	8,446	3,175.17	.375
1895	8,148	3,464.01	.425

SECOND GRADE.

1892	5,814	\$3,385.01	\$0.582
1893	5,904	1,883.16	.318
1894	6,014	2,738.26	.455
1895	5,921	3,060.98	.517

THIRD GRADE.

1892	5,390	\$6,480.37	\$1.202
1893	5,223	2,555.83	.489
1894	5,153	2,651.40	.514
1895	5,608	5,903.89	1.053

FOURTH GRADE.

1892	4,877	\$9,165.19	\$1.879
1893	5,011	2,549.24	.508
1894	4,776	2,460.98	.515
1895	4,725	3,179.00	.673

FIFTH GRADE.

1893	4,357	\$9,835.50	\$2.257
1894	4,602	3,037.87	.660
1895	4,538	3,966.63	.874

SIXTH GRADE.

1893	3,548	\$15,407.45	\$4.342
1894	3,598	2,922.79	.815
1895	3,945	2,806.37	.711

SEVENTH GRADE.

1894	2,986	\$15,738.94	\$5.271
1895	3,145	3,735.79	1.208

EIGHTH GRADE.

1894	2,570	\$14,594.87	\$5.678
1895	2,685	3,497.85	1.274

900 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Tables showing the cost of books, by grade, for each year.

FIRST GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1892.....	8,005	\$3,954.95	\$0.494
1893.....	8,076	134.84	.017
1894.....	8,446	501.36	.059
1895.....	8,148	744.94	.091

SECOND GRADE.

1892.....	5,814	\$1,793.70	\$0.308
1893.....	5,904	48.65	.008
1894.....	6,014	498.28	.082
1895.....	5,921	1,221.36	.206

THIRD GRADE.

1892.....	5,390	\$4,209.92	\$0.781
1893.....	5,223	207.24	.040
1894.....	5,153	507.56	.098
1895.....	5,608	3,767.94	.672

FOURTH GRADE.

1892.....	4,877	\$7,670.16	\$1.573
1893.....	5,011	249.87	.049
1894.....	4,776	489.27	.102
1895.....	4,725	1,301.34	.275

FIFTH GRADE.

1893.....	4,657	\$6,684.67	\$1.533
1894.....	4,602	346.50	.075
1895.....	4,538	2,255.35	.497

SIXTH GRADE.

1893.....	3,548	\$12,796.60	\$3.606
1894.....	3,598	768.74	.216
1895.....	3,945	1,334.56	.338

SEVENTH GRADE.

1894.....	2,986	\$14,108.90	\$4.725
1895.....	3,145	2,300.78	.744

EIGHTH GRADE.

1894.....	2,570	\$13,143.70	\$5.114
1895.....	2,685	1,663.81	.608

REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA. 901

Tables showing cost of supplies and of miscellaneous expenses, by grades, for each year.

FIRST GRADE.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
1892	8,005	\$1,793.00	\$0.224
1893	8,076	2,029.06	.251
1894	8,446	2,674.81	.316
1895	8,148	2,719.07	.334

SECOND GRADE.

1892	5,814	\$1,591.31	\$0.274
1893	5,904	1,834.51	.310
1894	6,014	2,239.98	.372
1895	5,921	1,839.62	.311

THIRD GRADE.

1892	5,390	\$2,270.45	\$0.421
1893	5,223	2,348.59	.449
1894	5,153	2,143.84	.416
1895	5,608	2,135.95	.381

FOURTH GRADE.

1892	4,877	\$1,495.03	\$0.306
1893	5,011	2,299.37	.459
1894	4,776	1,971.71	.413
1895	4,725	1,877.66	.398

FIFTH GRADE.

1893	4,657	\$3,150.83	\$0.724
1894	4,602	2,691.37	.585
1895	4,538	1,711.28	.377

SIXTH GRADE.

1893	3,548	\$2,610.85	\$0.726
1894	3,598	2,154.05	.599
1895	3,945	1,471.81	.373

SEVENTH GRADE.

1894	2,986	\$1,630.04	\$0.546
1895	3,145	1,435.01	.464

EIGHTH GRADE.

1894	2,570	\$1,451.17	\$0.564
1895	2,685	1,834.04	.670

THE FIRST SIX DIVISIONS.

The number of pupils enrolled during the year was 29,078—26,903 white and 2,175 colored. This is an increase of 633 or 2.22 per cent. over the number registered last year.

The average enrollment was 23,798, being 315 or 1.32 per cent. in excess of that of the previous year.

The number of pupils in daily attendance was 21,867, being 171 or 0.79 per cent. greater than that of the preceding year.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1895.

Normal School	51
High schools	2, 147
Total	2, 198
Grammar schools:	
Eighth grade	2, 214
Seventh grade	2, 375
Sixth grade	2, 974
Fifth grade	3, 311
Total	10, 874
Primary schools:	
Fourth grade	3, 209
Third grade	3, 625
Second grade	3, 848
First grade	5, 324
Total	16, 006
Grand total	29, 078

TABLE X.—Enrollment of pupils in the several kinds of schools for school year ending June 30, 1895, compared with that of the previous year.

Grade.	Whole enrollment.			
	1894-95.	1893-94.	Increase.	Decrease.
Normal School	51	52		1
High schools	2, 147	1, 995	152	
Total	2, 198	2, 047	152	1
Grammar schools:				
Eighth grade	2, 214	2, 078	136	
Seventh grade	2, 375	2, 250	125	
Sixth grade	2, 974	2, 785	189	
Fifth grade	3, 311	3, 393		82
Total	10, 874	10, 506	450	82
Primary schools:				
Fourth grade	3, 209	3, 266		57
Third grade	3, 625	3, 365	260	
Second grade	3, 848	3, 737	111	
First grade	5, 324	5, 524		200
Total	16, 006	15, 892	371	257
Grand total	29, 078	28, 445	973	340

REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA. 903

TABLE XI.—*Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1895.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	3	48	51	0.21
High schools	928	1,219	2,147	8.79
Eighth grade	904	1,110	2,014	8.24
Seventh grade	941	1,149	2,090	8.55
Sixth grade	1,219	1,380	2,599	10.64
Fifth grade	1,399	1,477	2,876	11.77
Fourth grade	1,363	1,340	2,703	11.06
Third grade	1,475	1,396	2,871	11.75
Second grade	1,537	1,525	3,062	12.53
First grade	2,105	1,917	4,022	16.46
Total	11,874	12,561	24,435	100.00
SUMMARY.				
Normal and high schools	931	1,267	2,198	9.00
Grammar schools	4,463	5,116	9,579	39.20
Primary schools	6,480	6,178	12,658	51.80
Total	11,874	12,561	24,435	100.00

TABLE XII.—*Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the year ending June 30, 1895.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	3	48	51	0.19
High schools	928	1,219	2,147	7.98
Eighth grade	963	1,176	2,139	7.95
Seventh grade	1,016	1,246	2,262	8.41
Sixth grade	1,319	1,517	2,836	10.54
Fifth grade	1,525	1,612	3,137	11.66
Fourth grade	1,508	1,469	2,977	11.07
Third grade	1,669	1,573	3,242	12.05
Second grade	1,751	1,718	3,469	12.89
First grade	2,437	2,206	4,643	17.26
Total	13,119	13,784	26,903	100.00
SUMMARY.				
Normal and high schools	931	1,267	2,198	8.17
Grammar schools	4,823	5,551	10,374	38.56
Primary schools	7,365	6,966	14,331	53.27
Total	13,119	13,784	26,903	100.00

904 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

TABLE XIII.—Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county) for the school year ending June 30, 1895.

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School.....	3	48	51	0.18
High schools.....	928	1,219	2,147	7.38
Eighth grade.....	992	1,222	2,214	7.61
Seventh grade.....	1,057	1,318	2,375	8.17
Sixth grade.....	1,369	1,605	2,974	10.23
Fifth grade.....	1,601	1,710	3,311	11.39
Fourth grade.....	1,614	1,595	3,209	11.03
Third grade.....	1,871	1,754	3,625	12.47
Second grade.....	1,941	1,907	3,848	13.23
First grade.....	2,757	2,567	5,324	18.31
Total.....	14,133	14,945	29,078	100.00
SUMMARY.				
Normal and high schools.....	931	1,267	2,198	7.56
Grammar schools.....	5,019	5,855	10,874	37.40
Primary schools.....	8,183	7,823	16,006	55.04
Total.....	14,133	14,945	29,078	100.00

SCHOOLS.

The number of schools below the high school was as follows:

Grammar schools, city:	
Eighth grade.....	41
Seventh grade.....	46
Sixth grade.....	53
Fifth grade.....	59
Primary schools, city:	199
Fourth grade.....	56
Third grade.....	60
Second grade.....	65
First grade.....	78
County schools:	259
White.....	54
Colored.....	45
Total.....	99
Number whole-day schools (white, 368; colored, 37).....	557
Number half-day schools (white, 144; colored, 8).....	405
Total.....	152
	557

The average number of pupils to a school (based on the whole enrollment) was as follows:

High schools (to a teacher, excluding principal).....	25.5
Eighth grade.....	49.1
Seventh grade.....	45.4
Sixth grade.....	49.0
Fifth grade.....	48.7
Fourth grade.....	48.3
Third grade.....	47.8

Second grade.....	47.1
First grade.....	51.6
County schools:	
White	45.7
Colored.....	48.3

TEACHERS.

Seven hundred five teachers, 617 female and 88 male, were employed, as follows:

Supervising principals.....	10
Normal School.....	7
High schools.....	84
	— 101
Grammar schools, city:	
Eighth grade.....	41
Seventh grade.....	46
Sixth grade.....	53
Fifth grade.....	59
	— 199
Primary schools, city:	
Fourth grade.....	54
Third grade.....	58
Second grade.....	63
First grade.....	74
	— 249
County schools:	
White	54
Colored.....	45
	— 99
Teachers of music	6
Teachers of drawing.....	7
Teachers of manual training	15
Teachers of cooking	11
Teachers of sewing	13
Teachers of physical culture	5
	— 57

Total (white—male 79, female 581; colored—male 99, female 36)..... 705

The cost of the schools for supervision and teaching was as follows:

Supervision:	
Superintendent	\$3,300.00
Clerk.....	1,200.00
Messenger	300.00
Eight supervising principals, \$2,000 each	16,000.00
One supervising principal (primary grades)	1,500.00
One assistant supervising principal (primary grades).....	750.00
	— \$23,050.00
Cost per pupil, estimated on average enrollment (23,798).....	.97
Normal School:	
Principal	1,500.00
Two teachers	2,000.00
Two teachers	1,600.00
One teacher	575.00
One teacher	550.00
	— * 6,225.00
Cost per pupil, estimated on average enrollment (50).....	24.01

* This includes the cost of teaching ten practice schools, \$5,024.30.

906 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

High schools:

Principal	\$2,500.00
Eighty-three teachers	73,735.00
	<u>\$76,235.00</u>

Cost per pupil, estimated on average enrollment (1,880)..... 40.52

Grammar schools, city (40 eighth, 47 seventh, 53 sixth, 59 fifth grade schools) 166,195.00

Cost per pupil, estimated on average enrollment (8,065)..... 20.60

Primary schools, city (56 fourth, 60 third, 65 second, 78 first grade schools) *125,105.00

Cost per pupil, estimated on average enrollment (10,297)..... 12.15

County schools:

White schools (54) 34,157.50

Colored schools (45) 26,907.50

Cost per pupil, estimated on average enrollment:

White (1,932) 17.68

Colored (1,574) 17.09

Special teachers (6 music teachers, 7 drawing teachers, 5 teachers of physical culture) 13,897.50

Cost per pupil, estimated on the average enrollment (23,798)..... .58

Teachers of manual training schools (of carpentry, 13; of metal working, 2; of cookery, 11; of sewing, 13) 26,325.00

Cost per pupil, estimated on average enrollment (23,798)..... 1.10

Total cost per pupil, based on average enrollment (23,798)..... 20.93

TABLE XIV.—Buildings and rooms occupied (owned and rented) in the first six divisions at the close of the school year ending June 30, 1895 (excluding the high schools).

	Divisions.								Total.
	First.	Second A.	Second B.	Third.	Fourth.	Fifth.	Sixth A.	Sixth B.	
Buildings owned.....	8	6	9	a9	6	9	14	b13	74
Buildings rented.....		c2		d1			1		4
Total.....	8	8	9	10	6	9	15	13	78
Rooms owned.....	e74	b61	70	f70	b50	60	b53	b57	495
Rooms rented.....		g15	3	h4	i2	e1	1	1	27
Total.....	74	76	73	74	52	61	54	58	522

a One occupied by manual training and one by sewing school.

b One occupied by cooking school.

c One occupied by cooking and sewing schools and one by manual training school.

d Occupied by one cooking school and by one manual training school.

e One occupied by manual training and one by cooking school.

f One occupied by manual training, one by cooking, and one by sewing school.

g Two occupied by cooking, two by sewing, and eleven by manual training school.

h Occupied by manual training and cooking schools.

i Occupied by sewing (cutting) school.

* To be increased by the cost of teaching ten practice schools, \$5,024.30.

NIGHT SCHOOLS.

The following table shows the facts of enrollment, attendance, and cost:

Table showing facts relating to night schools.

Schools.	Cost of teachers.	Whole number of persons enrolled during the year.	Average attendance per night.	Percentage of attendance.	Number of sessions.	Number of teachers.
WHITE.						
High School.....	\$723.50	408	80	72.4	58	7
Franklin School.....	448.00	120	46	92.0	56	4
Henry School.....	448.00	152	52	76.9	56	4
Wallach School.....	448.00	143	43	78.9	56	4
Jefferson School.....	448.00	127	43	83.1	56	4
Curtis School.....	168.00	53	18	75.2	56	1
Total.....	\$2,683.50	1,003	282	78.4	.....	24
Schools of cookery:						
609 O street N. W.....	85.50	21	8	89.4	38	1
Wallach School.....	85.50	43	12	89.4	38	1
Jefferson School.....	85.50	12	7	64.3	38	1
Total.....	256.50	76	27	83.0	.....	3
Total white.....	\$2,490.00	1,079	309	78.6	.....	27
COLORED.						
Mott.....	336.00	123	53	82.5	56	3
Hillsdale.....	224.00	99	25	84.9	56	2
Total colored.....	560.00	162	78	83.3	.....	5
Grand total.....	\$3,500.00	1,241	387	79.6	.....	32

SCHOOL ACCOMMODATIONS.

This is a subject that is ever present for discussion and settlement, and one that will not down at the bidding, especially in a city that grows as Washington does. Every effort made to eliminate half-day schools above the second grade has proved unsuccessful, so that at this writing I have to report the presence of more half-day schools of the third and fourth grades than we have had before for a long term of years. It is fair to state, however, that when the buildings now under construction are completed much of the present embarrassment will be removed; yet, because of the growth of the city, there will be much to desire and much to be done to afford every child offering himself for instruction full-day time.

It is my duty to call your attention to some congested conditions in the schools that are apparent at this writing that were not manifest at the time estimates were prepared for the school year 1896-97. It will not be necessary for me to emphasize some of the more important needs for whose relief your estimates already presented are intended. The

schools of the fifth division must be relieved by the erection of a high-school building that the Curtis School may be restored to the grades, or else there must be one or two eight-room buildings erected for that division at once. As the Curtis building was not originally intended for high-school purposes and is not properly arranged for the accommodation of a high school, the erection of a high-school building is the appropriate thing to be done.

Since the opening of schools this fall the necessity for more room in the neighborhood of the Mott School is clearly shown. That school is crowded to overflowing, so that we have been forced to rent for the accommodation of the cooking school, and yet the schools are very much crowded. A new eight-room building in that neighborhood, or a four-room addition to the building now in use, if such addition is practicable, is urged for the immediate future.

You have asked in your estimates of the current year for a new building for the northeast section of the city, with the intention of locating it somewhere north of the railroad, which is much to be desired and which Congress in its wisdom will no doubt provide. But with this one eight-room building the necessity of the northeast section of the city will not be relieved. There should be another eight-room building erected near the junction of H street and Benning road to accommodate that rapidly growing section of the city. For eight years we have tried hard to supply school accommodations in proportion to the growth of this part of the city, but have failed to do it, so that it has been necessary to crowd these schools and put many of them on half time. So great is this crowding that a single eight-room building will not afford the relief demanded.

In another section of the District, namely, Bennings (colored), there is demand for additional schoolroom. This can easily be provided by adding a story to the school building now in use, erected four or five years ago. The interests of the schools at this place demand a better gradation than the authorities are able to give them with the present amount of room, but this demand can be met with slight cost, relatively.

It is well known to your honorable body that manual training is an integral part of the system of public-school education, beginning with the first grade and continuing to the high school as a prescribed branch of work and through the high school as an elective. This feature of our schools has received as much attention as any other branch of education connected with the curriculum. The result is that at the end of the eighth grade, from which pupils go to the high school, we have as large a number of pupils prepared for and desiring advanced work in manual training as are presented for any other course, and this contingent of pupils thus desiring continued and advanced instruction in manual arts includes those of both sexes. There is, therefore, now a demand for manual training high-school advantages which can be provided only by increased accommodations and appliances. The request

for an advanced manual training high school is not, therefore, one based on theory or sentiment respecting the aims and purposes of school instruction, nor one asked simply as an experiment, nor one asked to place our schools in line with schools of other cities that have advanced manual training schools, but is a demand now existing, as aforesaid, by virtue of the fact that hundreds of young men and women are already trained in primary and grammar school work of this kind and desire to go further, thus better fitting themselves for useful lives as citizens.

The manual training school now existing in connection with the high school is securing excellent results respecting both quantity and quality, but its quarters are so restricted and the increase of pupils is so great from year to year that a new building is now a necessity. If the Henry School can be modified to suit the purposes of such a manual training school at a reasonable cost it is in my judgment advisable to take it for that purpose, for the pupils of the Henry School are annoyed by the presence of the high school in close proximity, while, on the other hand, the high school is annoyed by the presence of the grade school in the same yard. The section of the school division accommodated by the Henry School will be better served by two eight-room buildings, properly located, than it is by the Henry School. Two eight-room buildings and the necessary expense of making over the Henry School for manual training purposes will cost no more than the erection of a manual training school on another lot. Then, further than this, it is desirable that the manual training school to be built shall be, as the one that now exists on O street is, a part of the present high school, for reasons of economy in teachers' salaries and contingent and current expenses. The necessity for increased accommodations in the manual training department in the high schools is not less, in my judgment, than that for much that has been asked by your honorable body.

TRUANCY.

I desire to call your attention to the attendance in the schools as related to the school population of the city. Much has been said from time to time during the year, in various places, of the great lack of school accommodations and of the large number (sometimes stated in the thousands) of persons deprived of school privileges because of the lack of accommodations. It is but just to state in this connection that for years no one, to my knowledge, has been refused admission to our schools because there was not room for him. Possibly in a few instances, when the schools have been full, parents or guardians applying may have been advised to wait a day or so until a seat should be made vacant. Such cases have been so rare, however, if they have occurred at all, as to be the exceptions proving the rule that all applying have been received and taught. In many instances it is true, because of this action on the part of the authorities in receiving all who apply, these special schools have been greatly crowded.

That all children are in school who ought to attend is quite another question. It is one also that should demand your earnest attention. What our schools are doing absolutely and definitely toward reaching the entire school population we have no means of knowing. Our judgment in the matter is necessarily based only on estimates more or less roughly made. In the United States census report of 1890 it is found that there were at that time 25,786 white children residing in the District of Columbia between the ages of 6 and 14, both inclusive. Of these 20,164 were enrolled in the public schools and 4,429 in private and parochial schools. This would seem to indicate that 1,193 pupils included by the two ages were not attending school at all. It must be remembered that a large number of children included by these ages, 6 to 14, were persons who had received a fair amount of education, in very many cases, undoubtedly, as much as or more than would be contemplated or expected as a result of a compulsory law well enforced. It is apparent, therefore, to any thoughtful person that a large number of boys and girls between 10 and 14 years of age who can read intelligently and write passably well are breadwinners.

During the year just closed, for which this report is made, a census was taken by the Metropolitan police, under the direction of the local authorities, the Honorable Commissioners. From this census it is learned that there were 27,496 white children residing in the District between the ages of 6 and 14, both inclusive. During this year there were enrolled in the white schools of the District 21,493 children of corresponding ages. In 1890, according to the decennial census of the United States Government, the white population of the District was 154,695. By using the ratio of white school population to white pupils enrolled, as shown by the Government census, and applying it to the local census, as I have not the means of knowing the attendance on private and parochial schools, it is found that the number of pupils attending the private and parochial schools is 4,895. This is no doubt a liberal yet fair estimate. From the foregoing it is made to appear that there are in the District of Columbia 1,108 white children between the ages of 6 and 14 who did not attend a school of any kind during last year.

It is not only the prerogative, but I believe it to be the duty of the school authorities to know why such persons are out of school. It is in the interest of good government and morality to know the facts. It is no doubt true that a large majority of such persons are those who are either (a) taught at home, (b) are unable to attend school because of physical disability, (c) or have received an amount of education equal to that contemplated by a compulsory law and are earning their bread. But this is guesswork; we ought to guess no longer; we ought to know. If there are thousands of children whose parents are so indifferent to their welfare as to keep them out of schools whose doors are wide open, the authorities should know it, that they may consider what should be done in the matter.

Some children, perhaps many in the aggregate, though I believe but few relatively, do not attend school regularly, or entering school continue only a short time, perhaps a few days or a few weeks at most. On leaving the school these children are found on the streets; are likely to be in bad company and under bad influences. Such children soon become a menace to society and in many instances are heard from next in the police court. If we had a beautiful, commodious, inviting school-room for every forty children, as every community in free-school America should have, and further, if such schoolroom were provided with all the appliances desirable or necessary for the proper conduct of the kind of school demanded by the culture of to-day, and if such schoolroom were provided with a teacher thoroughly competent for the duties of educating an American citizen, there would be little or no truancy to be looked after. The boy loves the school that is naturally and carefully adapted to his needs and intelligence as much as he loves the green sward or the groves. The school of literature and tradition is a school of tasks—a school that has ever been shunned by the majority of children and is so represented. The school made upon the kindergarten idea, and managed by a teacher qualified for the position, is a place of delight where truancy is unknown. But these ideal conditions have not existed among us; they may not exist for years to come. It is our duty to inquire into the effects of our efforts, conditioned as they are, whatever the effects might be, were efforts properly conditioned. I have the honor of suggesting the appointment of a truant officer, to be under the direction of the board of trustees or the superintendent. The time has come to strike a balance, that we may see how stands the account between effort and success. A suggestion for the appointment of a truant officer was made a number of years ago in these reports, since which time observation has proven year by year the advisability of such an officer.

KINDERGARTENS.

I desire to call the attention of your honorable board and through you that of the Commissioners to the desirableness of establishing public kindergartens in connection with the public-school system of the District. The arguments in favor of kindergartens have been presented so many times by the press of the city, as also in these annual reports, that a prolonged discussion of the question at this time is not only unnecessary, but would be unwise. I present the subject again, however, and urge the establishment of kindergartens as the surest means of preventing truancy. Children well started in the right kind of kindergartens may be relied on to continue school life in primary schools carried on according to a similar philosophy. The value of kindergartens economically considered is seen in those children attending our primary schools who have had the benefit of kindergarten training before coming to our schools. I need not call your attention to the fact that for a large number of years the importance of correct

primary work has been emphasized in the schools of the District. To complete this effort, to properly start the child in his educational career, the kindergarten is necessary. Our plan for leading and controlling individual children will remain imperfect without it, while any plan for the education of the rising generation of the District, the coming men and women of the community as a whole, must be imperfect, indeed, without the kindergarten.

It has been easier for us to get high schools than to get kindergartens. The former have been developed commensurate with the growth and development of the school system, leaving little or nothing to be desired, relatively, in that direction. But we have been unable to make even a beginning in the establishment of kindergartens as a part of the school system. Our history in this particular is not unlike that of thousands of other school systems. Washington, as the exponent of the foresight and the broad-minded statesmanship of Congress, might well try the experiment of preventing truancy and vagabondism, and securing universal education by experimenting with kindergartens for starting children right before they are too strongly fixed in bad habits, and also with ample accommodations and plenty of well-equipped teachers to properly care for all after passing through the kindergarten. No such experiment has ever been made in America. Nothing approaching it has ever been attempted in a large city. It seems to me very desirable that a beginning should be made in the establishment of kindergarten schools for early child life. A slight addition to the annual expenditure for school purposes would enable us to make this introduction, while such addition would not be felt by the taxpayers. I suggest the propriety of asking for an appropriation of \$25,000 to be expended for this purpose in the discretion of the board of trustees.

FREE TEXT-BOOKS.

The amount of appropriation for free text-books, \$30,000, proved sufficient, though much economy had to be used in its management. The preservation of the books has been a source of gratification, and is a reason for the small per capita cost. The books, however, wear out in time. Many of those furnished for the lower grades are now unfit for use, and many others that have been put into the upper grades are becoming old and must soon be laid aside. It is not desirable to compel pupils to use books that are very much soiled. This is wrong for sanitary reasons, and as urgently wrong for aesthetic reasons. Our teachers take much pride in the cleanly condition of their school-rooms, and devote much attention to the proper appearance as well as healthful conditions of all the surroundings of the child. It is the duty of the authorities to aid the teacher in every possible way consistent with sound financial management.

The foregoing considerations are the reasons for estimating \$45,000 as the necessary amount for free text-books for the coming year. This

amount is no more than \$1 per capita, which average, I think, will not have to be increased in the future. Your attention is respectfully called to the itemized statement for expenditures for text-books and pupils' supplies.

COOKING LABORATORIES.

Miss E. S. Jacobs, director of cooking, reports the details respecting the schools in that branch of work as follows:

FIRST DIVISION.

Force School, Miss E. S. Jacobs, teacher:

Received pupils from Force, Adams, and Berret schools.	
Eighth-grade classes.....	4
Seventh-grade classes.....	5
Number of pupils.....	149
Amount of bill.....	\$52.82

Thomson School, Mrs. A. C. Pollok, teacher:

Received pupils from Franklin, Berret, Dennison, and Phelps schools.	
Eighth-grade classes.....	6
Seventh-grade classes.....	7
Number of pupils.....	206
Amount of bill.....	\$80.78

SECOND DIVISION.

609 O street NW., Miss A. G. Horton, teacher:

Received pupils from Henry, Polk, Twining, and Morse schools.	
Eighth-grade classes.....	6
Seventh-grade classes.....	8
Number of pupils.....	235
Amount of bill.....	\$68.55

Seaton School, Miss Eva Walker, teacher:

Received pupils from Seaton, Webster, Blake, Arthur, and Twining schools.	
Eighth-grade classes.....	8
Seventh-grade classes.....	7
Number of pupils.....	257
Amount of bill.....	\$101.57

SECOND DIVISION B.

Taylor School, Miss Madge Keogh, teacher:

Received pupils from Taylor, Blair, Gales, Madison, and Pierce schools.	
Eighth-grade classes.....	5
Seventh-grade classes.....	9
Number of pupils.....	213
Amount of bill.....	\$65.25

THIRD DIVISION.

Peabody Annex School, Miss M. J. Merillat, teacher:

Received pupils from Peabody, Carbery, Towers, and Maury schools.	
Eighth-grade classes.....	6
Seventh-grade classes.....	8
Number of pupils.....	211
Amount of bill.....	\$77.09

Wallach School, Miss M. A. Douglas, teacher:

Received pupils from Wallach, Towers, Lenox, Tyler, and Brent schools.	
Eighth-grade classes.....	6
Seventh-grade classes.....	8
Number of pupils.....	251
Amount of bill.....	\$85.49

FOURTH DIVISION.

Jefferson School, Miss M. E. Davis, teacher:

Received pupils from Jefferson, Smallwood, and Bradley schools.	
Eighth-grade classes.....	6
Seventh-grade classes.....	8
Number of pupils.....	214
Amount of bill.....	\$71.59

FIFTH DIVISION.

Grant School, Miss Florence Jenkins, teacher:

Received pupils from Grant and Weightman schools.	
Eighth-grade classes.....	4
Seventh-grade classes.....	6
Number of pupils.....	130
Also from Mott and Wilson schools.	
Eighth-grade classes.....	7
Seventh-grade classes.....	2
Number of pupils.....	44
Amount of entire bill.....	\$69.87

Addison School, Miss Fannie AtLee, teacher:

Received pupils from Addison, Jackson, Fillmore, and Corcoran schools.	
Third-year classes.....	3
Second-year classes.....	5
First-year classes.....	6
Number of pupils.....	175
Amount of bill.....	\$78.90

SIXTH DIVISION.

Mrs. M. A. Burns, teacher:

Received pupils from Mount Pleasant, Brightwood, and Monroe, at Monroe; from Hillisdale, Anacostia, Benning Road, and Anacostia Road at the respective schools.	
Third-year class.....	1
Second-year classes.....	5
First-year classes.....	6
Number of pupils.....	162
Amount of bill.....	\$60.71

SEWING.

Mrs. M. W. Cate, director of sewing, makes the following report:

PLAIN SEWING.

Miss Mary C. Henry taught in the Grant, Force, Berret, Dennison, Harrison, and Seaton schools.	
Number of pupils taught.....	881
Mrs. Sarah M. Davidson taught in the Peabody, Carbery, Blair, Smallwood, Greenleaf, Taylor, Madison, and Maury schools.	
Number of pupils taught.....	703

Miss Ernestine R. Thornton taught in the Wallach School.	
Number of pupils taught	98
Miss Isabelle Solomons taught in the Henry School.	
Number of pupils taught.....	140
Miss Clara L. Stanton taught in the Jackson, Threlkeld, Fillmore, Addison, Corcoran, High Street, and Tenleytown schools.	
Number of pupils taught.....	533
Miss Kate Graham taught in the Birney, Hillsdale, Congress Heights, Towers, Brent, Lenox, McCormick, Amidon, Potomac, and Bradley schools.	
Number of pupils taught.....	517
Miss A. M. Wells taught in the Arthur, Weightman, Harrison, Phelps, Wilson, Mount Pleasant, Monroe, and Soldiers' Home schools.	
Number of pupils taught.....	531
Mrs. Annie L. Norris taught in the Jefferson School.	
Number of pupils taught	188
Miss Mary R. Smith taught in the Gales, Hamilton, Blake, Franklin, Mott, Brightwood (white and colored) schools.	
Number of pupils taught.....	591
Mrs. Elinor M. Colhoun taught in the Adams, Webster, Grant Road, Good Hope, Eshputa, Tyler, Cranch, and Garfield schools.	
Number of pupils taught.....	567
Miss Hannah Draney taught in the Benning (white and colored), Twining, Brookland, Van Buren, Pierce, Polk, and Morse schools.	
Number of pupils taught.....	656

CUTTING AND FITTING SCHOOLS.

Miss Ernestine R. Thornton, Seventh and G streets southeast. Pupils received from Wallach, Towers, Brent, Lenox, and Tyler schools.	
Number taught.....	228
Mrs. Annie L. Norris, 494 Maryland avenue southwest. Pupils received from Jefferson, Amidon, Smallwood, and Bradley schools.	
Number taught.....	155
Miss Isabelle Solomons, 607 O street northwest. Pupils received from Henry, Polk, Twining, and Seaton schools.	
Number of pupils.....	200
Miss Amelia Dalton, Blair school. Pupils received from Blair, Taylor, Madison, Pierce, Peabody, Carbery, and Maury schools.	
Number of pupils.....	275
Number pupils taught plain sewing.....	5,355
Number pupils taught cutting and fitting.....	858
Total.....	6,213

STATISTICS OF MANUAL TRAINING, SCHOOL YEAR 1894-95.

High-school shops, 624 and 626 O street northwest:	
Machine shop—	
Forty pupils from the third and fourth year classes.	
Cost of repairs, supplies, and new tools.....	\$255.79
Forging shop—	
Sixty-eight pupils from the second-year class.	
Cost of repairs, supplies, and new tools.....	432.69
Wood-turning and pattern shop—	
One hundred twenty-three pupils from the first-year class.	
Cost of repairs, supplies, and new tools.....	595.89

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High-school shops, 624 and 626 O street northwest—Continued.

Drafting room—

For all pupils receiving instruction in above shops.

Cost of repairs, supplies, and new instruments..... \$137.47

Principal, Mr. A. I. Gardner.

Assistants, Messrs. R. B. Hayes and F. E. Skinner.

Grammar-school shops, bench work:

624 and 626 O street northwest—

Two hundred ninety pupils from the Abbot, Dennison, Henry, Morse, Phelps, Polk, and Webster schools.

Cost of repairs, supplies, and new tools..... 430.48

Instructors, Messrs. P. L. O'Brien and R. T. Pumphrey.

Blair School, I street, between Sixth and Seventh streets northeast—

One hundred fifteen pupils from the Blair, Madison, Hamilton, Pierce, and Taylor schools.

Cost of repairs, supplies, and new tools..... 129.43

Instructor, Mr. W. H. Cromeline.

Gales School, First street and Massachusetts avenue northwest—

One hundred sixty-six pupils from the Arthur, Blake, Gales, and Twining schools.

Cost of repairs, supplies, and new tools..... 150.54

Instructor, Mr. J. A. Montgomery.

Peabody annex, Sixth street, between B and C streets northeast—

One hundred eighty-seven pupils from the Carbery, Maury, Peabody, and Towers schools.

Cost of repairs, supplies, and new tools..... 167.32

Instructor, Mr. J. K. Potter.

Seventh and G streets southeast—

One hundred eighty-seven pupils from the Brent, Lenox, Towers, Tyler, and Wallach schools.

Cost of repairs, supplies, and new tools..... 123.20

Instructor, Mr. J. A. Degges.

Jefferson School, Sixth and D streets southwest—

One hundred eighty-one pupils from the Bradley, Jefferson, and Smallwood schools.

Cost of repairs, supplies, and new tools..... 113.65

Instructor, Mr. E. J. Dakiu.

Thomson School, Twelfth street, between K and L streets northwest—

One hundred sixty-seven pupils from the Berret, Dennison, and Franklin schools.

Cost of repairs, supplies, and new tools..... 255.24

Instructor, Mr. W. R. Sheid.

Force School, Massachusetts avenue, between Seventeenth and Eighteenth streets northwest—

One hundred sixty-two pupils from the Adams, Berret, Grant, Force, and Weightman schools.

Cost of repairs, supplies, and new tools..... 255.38

Instructor, Mr. F. Schweinhaut.

1359 Thirty-second street northwest—

One hundred seventy-four pupils from the Addison, Corcoran, Fillmore, Grant, and Jackson schools.

Cost of repairs, supplies, and new tools..... 202.07

Instructor, Mr. T. W. Fuller.

Van Buren annex, Anacostia—

Forty-six pupils from the Van Buren and Van Buren Annex schools.

Cost of repairs, supplies, and new tools..... 36.23

Instructor, Mr. E. Baldwin.

Grammar-school shops, bench work—Continued.

Anacostia Road School, Benning—	
Twelve pupils from the Benning school.	
Cost of repairs, supplies, and new tools.....	\$31.75
Instructor, Mr. E. Baldwin.	
Monroe School, Steuben street, between Seventh and Eighth streets northwest.	
Forty-seven pupils from the Brightwood, Monroe, and Mount Pleasant schools.	
Cost of repairs, supplies, and new tools.....	\$34.68
Instructor, Mr. E. Baldwin.	
Mott School, Trumbull and Sixth streets northwest.	
Twenty-four pupils from the Mott school.	
Cost of repairs, supplies, and new tools.....	\$34.48
Instructor, Mr. E. Baldwin.	
Benning Road School, Benning—	
Twelve pupils from the Benning Road school.	
Cost of repairs, supplies, and new tools.....	\$22.65
Instructor, Mr. E. Baldwin.	
Hillsdale School—	
Thirty-four pupils from the Birney and Hillsdale schools.	
Cost of repairs, supplies, and new tools.....	\$86.92
Instructor, Mr. W. H. Cromeline.	
Number of seventh-grade boys enrolled in city shops at the opening of school	870
Number of eighth-grade boys enrolled in city shops at the opening of school	759
Number of boys enrolled in high-school shops at the opening of school...	231
Number of boys enrolled in county shops at the opening of school.....	175
Total enrollment at the opening of school	2,035
Total enrollment at the close of school.....	1,579
Average enrollment.....	1,807
Cost of maintaining four high-school shops.....	\$1,421.84
Cost per pupil, high-school shops.....	\$6.90
Cost of maintaining ten city grammar-school shops.....	\$1,827.31
Cost per pupil, grammar-school shops.....	\$1.01
Cost of maintaining six county shops.....	\$246.71
Cost per pupil, county shops.....	\$1.44
Total cost of maintaining all shops, including additions and repairs to tool equipments, and supplies for the year.....	\$3,495.86
Cost per pupil.....	\$1.94

CONCLUSION.

I respectfully call your attention to the reports of the supervising principals and of the directors of special work, showing in considerable detail what is done in the schools. The school work changes from year to year, necessarily. Such changes and their effects may be learned by a perusal of these reports.

Very respectfully,

W. B. POWELL,
Superintendent.

NOVEMBER 1, 1895.

REPORT OF SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1895.*

DEAR SIR: On behalf of the supervising principals of the first six divisions, I have the honor to make a report of the schools under their direction for the school year now ended. There are included in the report tables showing the condition of school buildings, the distribution of schools, the attendance and punctuality of teachers and pupils, and sundry other statistics of a like nature. A few comments upon the course of study and the work of the year are also made.

SUPERVISION.

The duties of the supervising principals are of two kinds. Supervising and directing the school work, under the leadership of the superintendent, forms one part, and the administering of the schools under the rules of the board of school trustees, the other. The former has to do with the teaching, the latter with the machinery of the schools. A brief statement of what has been done in these directions may properly be given.

Through the school year the supervising principals met the superintendent of schools in his office on one evening of each week. At these meetings the condition of the schools was freely discussed, their needs considered, and plans adopted for the ensuing week. A report upon some given part of the work of the schools formed a special feature of each of these meetings. The value to the schools of these weekly conferences has been very great. By their means the direction of the superintendent has been quickly extended to all the schools, the course of study has been interpreted and carried into execution, and the teaching unified and inspired. As a direct consequence the teaching has been improved, a result which supervision is constantly seeking to produce.

As a complement to the meeting with the superintendent, the supervising principals have held meetings of the teachers of their respective divisions, by grades, after school hours. The work of the grade has been the subject for consideration at these grade meetings. Reports were given by the teachers of the state of their schools, the studies for the ensuing month were outlined by the supervising principals, and directions were given for their preparation and accomplishment. The effect of such meetings was to increase the efficiency of the teaching by

making clear the objects to be sought and the methods by which to attain them.

The chief work of supervision, however, was the personal inspection of the schools by the supervising principals. Acting under the direction of the superintendent, they examined the schools under their care by grades, usually giving one week to a grade. A thorough knowledge of the work of the teachers was thus obtained. The strong were encouraged and the weak were helped, while the indifferent, whenever such were found, were urged to improvement. It is, perhaps, needless to say that this work was undertaken and carried on in a spirit of sympathy for the teachers and with an understanding of the difficulties of their duties. I am glad to be able to say that the relations between the teachers and those whose duty it has been to supervise their work were uniformly cordial and sympathetic.

Among the duties of administration, the care of free text-books is an important part. The supervising principals have received from the custodian of free text-books and have distributed among the schools all the books and supplies used by them. The handling of these supplies and the keeping of the necessary records constitute a task which is onerous and time-consuming. The best that can be said about it is that as far as possible the work has been performed out of school hours so that it should interfere as little as possible with the more professional and important duties of supervision. It can be said with propriety that the books have been well cared for, the percentage of loss being too small to be recognized. In this connection mention should be made of the careful treatment which the books received at the hands of the pupils and teachers. As a result of this care, the life of a free text-book is considerably longer in our schools than is the case elsewhere.

A careful oversight of the buildings and grounds has been maintained throughout the year. The school premises have been kept in a cleanly and healthful condition. The patrons of the schools can indulge in pride, not only on account of the excellent buildings in which their schools are housed, but also because of the painstaking care given them by the janitors in charge.

There were fewer instances of sending refractory pupils to the supervising principal than in former years. Whether this indicates a change for the better in the disposition of the pupils or an improvement in the teachers' methods is not entirely clear, although the presumption seems to be in favor of the latter.

THE TEACHING.

The most distinctive feature of the teaching was the decided advance which was made in teaching the individual. An effort was made to reach each pupil as an individual, to separate him from the whole of which he formed a part, and to adapt the instruction to his particular needs.

With this end in view the schools were separated into two or more divisions so that the teacher's attention in teaching might be concentrated on as small a number of pupils at a time as the circumstances would permit. This was a task which presented many difficulties that were not easily overcome. It is undoubtedly more easy to teach a class as a whole than it is to so arrange the school work as to make it possible to attend adequately to individual pupils without at the same time neglecting the interests of the remainder of the class. It is too much to say that all teachers have mastered the problem. Many have done so, others have caught the spirit of the movement and are striving earnestly to perfect its execution.

The teachers all realize that the welfare of their pupils demands of them something more than mere class work. In the thought of the teacher the class as a whole is becoming subordinate to the pupils as individuals. His attention is fixed and his effort directed upon the endeavor to develop symmetrically each pupil who comes to him. This is a most desirable condition. The temptation to regard the pupils of a class as identical in nature is very great, but the harm wrought by following such a course is far greater. Many a child has failed to obtain the good from his schooling to which he was entitled because some unskillful teacher has failed to understand his peculiar disposition and has been willing to classify him as dull and so let him go. There is very little of this spirit now in our teaching, and that little it is the purpose of supervision to remove.

STUDIES.

The course of study followed last year was the same as that of the previous year, hence there were no marked departures from the lines of work hitherto followed. A word or two of comment on the several studies of the school curriculum will therefore suffice.

Language.—To go fully into the details of the work in language would involve a discussion of all the other studies. The teaching of oral or written language has entered every subject taught in the schools. Every study has furnished material for thought expression. The pupils have received, therefore, thorough drill in composition, both oral and written. The results have shown improvement over the work of previous years. The only word in the way of criticism that need be said is that more care should be taken with the ordinary speech of the pupils in many schools.

Grammar.—Grammar has been defined to be the art of speaking or writing with correctness according to established usage. According to that definition grammar is begun in the first and is carried on through each succeeding grade. The whole purpose of language teaching is expressed in the definition. But the more technical study of grammar is well provided for in the course of study. Beginning with the first grade and carefully graduated to the strength of the learner the course

in the study of grammar is carried on through each succeeding year's work. The whole embraces all the essentials of grammar. It is doubtful, however, whether this study has received the consistent and careful teaching which has been given to others. The results have not always seemed proportionate to the importance of the subject or the place which it occupies in the course of study.

Spelling.—In every grade the pupils are required to know how to spell all the words they use in their written work. As they write upon all the subjects which they study, the number of words that they are required to spell is about equal to the number used in the school-room. This number is large relatively in each grade, but in the grammar grades is large absolutely. It embraces the words used in ordinary conversation, and many others which the pupils have acquired in their reading in school work. Hence, to know how to spell all the words he uses an eighth-grade pupil must have mastered the spelling of a large vocabulary. Most of the pupils who have passed through all of the grades succeed in doing this reasonably well. As, however, misspelling is considered a badge of illiteracy, more stress may be put, without harm, upon the requirement of correct spelling.

Arithmetic.—At the beginning of the year a thorough review of the arithmetic was made by each of the grades. This review was accomplished more easily than the one made at the beginning of the preceding year. Corresponding increase of strength was shown by the pupils through the year. The work as a whole was satisfactory.

Geography.—The study of geography was carried on along the lines that were followed the year before. Early in the year the pupils were taken into the fields to study land forms and to make original investigations of the work of erosion. The pupils and teachers alike enjoyed these excursions and brought back to the schoolroom enthusiasm for geographical study, which lasted well into the year. Having more familiarity with the new method of presenting the subject, the teachers were able to secure better results than had been reached the year before. This was especially so in the seventh grade where the study of Our Continent was more than usually successful.

Penmanship.—When the decision to change from slant to vertical writing was announced at the first of the year, there were serious misgivings among the teachers as to its effect. These doubts were well borne out by the facts for some time thereafter. But before the end of the year the benefit of the change appeared, and most of the teachers became convinced that the change was a wise one. The new system had not become settled, however, at the close of the year, and much remains to be done to make the penmanship of the pupils all that it ought to be.

The remaining studies of the course were treated in much the same way as in previous years and require no special mention. It suffices to

say of them that they were well taught and that the progress of the pupils in them was satisfactory.

IN CONCLUSION.

As a summary it should be said that the work of the year was in every respect as good as that of other years, and in a number of particulars distinctly better. Very many teachers have reached a degree of excellence which seems to leave little opportunity for improvement. Others, less successful, can and doubtless will add to their efficiency by study and conscientious efforts.

I can not commend too highly the spirit of devotion to the interests of the schools which prevails among the teachers. This devotion is shown by faithful discharge of their duties in the schoolroom, by their quick response to the direction of superintendent and supervisors, and in the many ways outside the routine of duty in which they plan and strive for the welfare of their pupils. Nor is this devoted spirit less worthy of commendation because it is manifested without ostentation and without hope of reward.

Permit me to say that the only event which marred the otherwise pleasant year was your illness and prolonged absence from your accustomed place. Perhaps no stronger evidence of their loyalty to the superintendent could have been shown by the teachers than that which was given in their conforming strictly to his known wishes in the discharge of their duties during his absence.

In closing, I desire to express the appreciation of the corps of supervising principals of the courtesy shown by you to them in all official relations. They wish to express in this way, also, their thanks to their respective trustees for their constant support and advice.

Very respectfully,

W. B. POWELL,
Superintendent of Schools.

C. S. CLARK.

FIRST DIVISION.

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Franklin	2	2	2	3	1	1	1	2	14	+15	9
Dennison	2	2	1	1	1	1	1	2	11	+12	6
Force	2	2	2	2	1	1	1	1	12	*12	12
Berret	1	1	1	1	1	1	1	1	8	9	8
Adams	1	1	1	1	1	1	1	1	8	8	8
Harrison			2	2	1	1	1	1	8	8	8
Phelps	1	1			1	2	2	2	9	8	9
Thomson					1	1	1		3	+6	3
Total number of 1895..	9	9	9	10	8	9	9	10	73	78	63
schools 1894..	9	9	9	10	8	8	9	10	72	72	62

* Including one room used for cooking school.

† Including two rooms used for manual-training school and one room used for cooking school.

‡ Includes one room used for normal school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent	Good	Good	Excellent	Small	Owned.
Thomson	Furnace ..	Good	Poor	Poor	Fair	None	Do.
Adams	...do	Excellent	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Dennison	Steam	...do	...do	...do	...do	...do	Do.
Force	...do	...do	Good	Good	...do	...do	Do.
Harrison	Furnaces ..	...do	Excellent.	Excellent.	...do	...do	Do.
Phelps	...do	...do	...do	...do	...do	...do	Do.
Berret	...do	...do	...do	...do	...do	...do	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grade of half-day schools, 1895.
	1895.	1894.	
Force	2	2	1, 2
Phelps	2	4	1
Total	4	6	

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TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	9	432	393	349	339	322	317	48.0	38.7
Seventh.....	9	9	413	426	327	373	312	348	45.7	37.4
Sixth.....	9	9	455	408	371	361	339	335	50.5	41.2
Fifth.....	10	10	462	484	374	436	343	398	46.0	37.4
Fourth.....	8	8	371	410	309	342	280	313	46.3	38.6
Third.....	9	8	388	374	335	312	305	287	43.1	37.2
Second.....	9	9	432	417	352	345	320	319	48.0	39.4
First.....	10	10	481	561	358	407	318	362	48.1	35.8
Total.....	73	72	3,434	3,473	2,775	2,915	2,539	2,679	47.0	38.0

TABLE V.—Showing percentage of attendance, cases of tardiness, and absence of teachers.

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1895.	1894.	1895.	1894.
September.....	96.7	3	102	107	15.5	1
October.....	93.2	9	430	437	54.5	12.5
November.....	91.2	15	397	464	35	12
December.....	92.4	22	325	384	12	11.5
January.....	89.4	24	747	701	30	47
February.....	88.4	15	661	471	45.5	18
March.....	92.5	17	430	430	43.5	19
April.....	90.5	10	446	433	45	32
May.....	89.7	7	474	436	10.5	13
June.....	92.4	12	212	245	2	14.5
Total.....		134	4,004	4,108	299.5	180.5

*TABLE VI.—Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.

Washington Normal School.....	55
Other normal schools.....	4
College.....	2
Nongraduates.....	8
Total.....	69

* Includes six normal school practice teachers.

SECOND DIVISION (A).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Abbot.....	1	2	1	1	1	1	1	1	9	9	9
Seaton.....	2	1	1	2	1	2	1	1	11	* 12	11
Morse.....	1	.....	.....	1	2	2	2	2	10	8	10
Henry.....	1	3	2	2	1	2	2	.....	13	12	13
Polk.....	1	1	2	1	1	.....	1	3	10	8	10
Webster.....	1	1	2	2	2	2	2	2	14	12	14
Total number of { 1895....	7	8	8	9	8	9	9	9	67	61	67
schools { 1894....	6	8	8	8	9	8	9	9	65	61	65

* One room used for cooking school.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot.....	Furnace ..	Good	Excellent.	Excellent.	None	None	Owned.
Seaton.....	Steam	Excellent.	Good	do....	Excellent.	Excellent.	Do.
Morse.....	Furnace ..	do....	Excellent.	do....	do....	do....	Do.
Henry.....	Steam	do....	Fair	do....	Good	do....	Do.
Polk.....	Furnace ..	do....	Excellent.	do....	do....	do....	Do.
Webster.....	Steam	do....	Fair	do....	do....	None	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools, 1895.
	1895.	1894.	
Abbot.....	.....	.....	.....
Seaton.....	.....	.....	.....
Morse.....	.....	.....	.....
Henry.....	4	4	1, 1, 2, 2
Polk.....	2	2	2, 2
Webster.....	4	4	1, 1, 1, 2
.....	4	4	1, 1, 2, 2
Total.....	14	14	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
Eighth	7	6	327	302	268	250	253	239	46.7	38.3
Seventh	8	8	331	370	289	314	271	295	41.3	36.0
Sixth	8	8	412	388	350	331	312	310	51.2	44.8
Fifth	9	8	441	436	388	381	355	353	49.0	43.1
Fourth	8	9	370	412	324	364	293	337	46.2	40.5
Third	9	8	404	367	347	325	321	299	44.9	38.5
Second	9	9	386	403	339	355	309	325	42.9	37.6
First	9	9	474	484	363	395	328	357	52.6	40.3
Total	67	65	3,145	3,162	2,677	2,715	2,442	2,515	46.9	40.0

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance, 1895.	Tardiness of teachers, 1895.	Cases of tardiness.		Substitute service.	
			1895.	1894.	1895.	1894.
September	97.6	1	63	59	11	11
October	92.4	3	251	276	34	42
November	92.3	9	340	347	10	44
December	93.0	7	298	247	14	16.5
January	90.9	21	343	382	37	55
February	89.3	20	336	296	31	16
March	92.9	8	287	273	13	22
April	91.0	7	308	303	21	25
May	91.0	9	381	326	5	35.5
June	93.8	10	185	144	18	12
Total		95	2,792	2,653	196	279

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	46
Other normal schools	5
College	1
Nongraduates	15
Total	67

SECOND DIVISION (B).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Gales	1	1	2	2	2	2	1	1	12	* 12	12
Arthur	1	1	1	1	1	1	2	2	10	8	10
Twining†	1	1	1	1	1	1	1	1	8	† 8	8
Blake	1	1	1	1	1	1	1	2	9	8	9
Blair	1	1	1	1	1	1	2	2	10	8	10
Blair Annex						2			2	1	2
Taylor	1	1	1	1	1	1	2	2	10	8	10
Madison		1	1	1	1	2	1	2	9	8	9
Pierce		1	1	1	2	1	2	2	10	8	10
Hamilton §		1	1	1	1	1	1	1	7	|| 4	3
Langdon §						1	1	1	3	1	1
Total number of 1895...	6	9	10	10	11	14	14	16	90	74	84
schools 1894...	6	7	10	10	11	13	13	15	85	74	79

* Including one room used for manual training school.

† Twining transferred to Division 2 a, May 1, 1893, but included in these statistics.

‡ Not including basement rooms.

§ Each teacher has two or more grades.

|| One room unfinished.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Gales	Steam	Excellent	Good	Excellent	Fair	Parking	Owned.
Arthur	Furnaces	do	Excellent	do	Excellent	Ample	Do.
Twining	do	do	do	do	do	do	Do.
Blake	do	do	do	do	do	do	Do.
Blair	do	do	do	do	do	do	Do.
Blair annex	Stoves	Poor	Poor	Fair	None	None	Rented.
Taylor	Furnaces	Excellent	Excellent	Excellent	Excellent	Ample	Owned.
Madison	do	do	do	do	do	Small	Do.
Pierce	do	do	do	do	do	Boys', small; girls', ample.	Do.
Hamilton	Stoves	Fair	Fair	Privies	(*)	Ample	Do.
Langdon	Steam	Excellent	Good	do	None	None	Rented.

* Unfinished room used as a play room.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1895.	1894.		1895.	1894.
Gales.....	2	4	1, 2	.....	1
Arthur.....	4	4	1, 2	.....	.....
Twining.....	.....	.....	.....	.....	.....
Blake.....	2	.....	1	.....	.....
Blair and annex.....	6	4	1, 2, 3	2	.....
Taylor.....	4	2	1, 2	.....	.....
Madison.....	2	.....	1	.....	.....
Pierce.....	4	4	1, 2	.....	.....
Hamilton.....	1	1	1, 2	.....	.....
Langdon.....	1	1	1, 2	.....	.....
Total.....	26	20	.....	2	1

TABLE IV.—Showing distribution of pupils by grades, attendance, and average number per teacher.

Grade.	Number of school.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	6	6	303	300	254	249	243	237	50.5	42.3
Seventh.....	8	7	403	338	334	290	313	271	50.3	41.7
Sixth.....	9	9	455	445	374	374	346	347	50.5	41.5
Fifth.....	10	10	531	524	425	439	387	400	53.1	42.5
Fourth.....	10	10	527	520	425	415	390	378	52.7	42.5
Third.....	11	10	549	538	451	443	413	408	49.9	41.0
Second.....	12	11	507	542	466	425	429	388	47.2	38.8
First.....	14	13	822	756	600	528	544	479	58.7	42.8
Total.....	80	76	4,157	4,063	3,329	3,163	3,065	2,908	51.9	41.6
County schools.....	4	3	151	166	117	113	105	103	37.7	29.2
Grand total....	84	79	4,308	4,229	3,446	3,276	3,175	3,011	51.3	41.0

TABLE V.—Showing percentage of attendance, cases of tardiness, and absence of teachers.

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardi- ness.		Substitute service.	
			1895.	1894.	1895.	1894.
September.....	96.9	3	105	106	1	10.5
October.....	92.5	13	369	360	7.5	14.5
November.....	90.7	14	435	472	20.5	43
December.....	92.4	6	301	319	11.5	41
January.....	90.7	11	541	402	78.5	32
February.....	89.5	15	395	340	45	32
March.....	93.3	11	362	360	12.5	45
April.....	92	10	372	382	14.5	40
May.....	90.5	9	365	361	16.5	10
June.....	92.9	2	184	196	4	10
Total.....	.....	94	3,429	3,298	211.5	278

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School.....	64
Other normal schools.....	9
College.....	
Nongraduates.....	11
Total.....	84

THIRD DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Peabody.....	2	1	2	2	2	2	2	2	15	12	15
Carbery.....		2	1	1	1	1	1	2	9	8	9
Maury.....	1	1	1	1	1	1	2	2	10	8	10
Towers.....	1	1	1	1	1	1	2	3	11	8	11
Wallach.....	1	2	4	2	2	1			12	12	12
Brent.....	1	1	1	2	1	2	1	2	11	8	11
Lenox.....	1	1	1	2	1	1	2	2	11	8	11
McCormick.....					1	2	1	2	6	4	6
Total number of { 1895.....	7	9	11	11	10	11	11	15	85	68	85
{ 1894.....	7	8	10	11	10	10	10	15	81	68	81

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody.....	Steam.....	Excellent.	Good.....	Good.....	Good.....	Small.....	Owned.
Carbery.....	Furnaces.....	do.....	Excellent.	Excellent.	Excellent.	do.....	Do.
Maury.....	do.....	do.....	Fair.....	Good.....	do.....	Good.....	Do.
Towers.....	do.....	do.....	Excellent.	Excellent.	do.....	Small.....	Do.
Wallach.....	Steam.....	do.....	None.....	Good.....	None.....	Ample.....	Do.
Brent.....	Furnaces.....	do.....	Fair.....	do.....	Excellent.	Small.....	Do.
Lenox.....	do.....	do.....	Excellent.	Excellent.	do.....	do.....	Do.
McCormick.....	do.....	do.....	do.....	do.....	do.....	Ample.....	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1895.	1894.		1895.	1894.
Peabody.....	6	4	1, 1, 2, 2, 3, 3	2	
Carbery.....	3	4	1, 1, 2	1	1
Maury.....	4	2	1, 1, 2, 2		
Towers.....	6	6	1, 1, 1, 2, 2, 3	1	1
Wallach.....	2		3, 4		
Brent.....	6	4	1, 1, 2, 3, 3, 4	2	1
Lenox.....	6	4	1, 1, 2, 2, 3, 4	2	1
McCormick.....	4	4	1, 1, 2, 2		
Total.....	37	28		8	4

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	401	355	330	304	312	289	57	47
Seventh.....	9	8	411	387	349	334	327	319	45	38
Sixth.....	11	10	557	512	476	433	447	418	50	43
Fifth.....	11	11	554	578	482	498	452	469	50	43
Fourth.....	10	10	516	598	444	454	415	430	52	44
Third.....	11	10	541	536	492	460	457	439	49	44
Second.....	11	10	613	525	487	454	451	422	55	44
First.....	15	15	782	763	613	590	553	544	52	40
Total.....	85	81	4,375	4,164	3,673	3,537	3,419	3,330	51	43

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1895.	1894.	1895.	1894.
September.....	97.6	4	33	39	9	1
October.....	94.4	13	174	187	31.5	46
November.....	91.6	13	178	169	14	40.5
December.....	93.8	15	132	140	32	36
January.....	91.8	23	249	202	62.5	35.5
February.....	90.8	18	198	140	54.5	15
March.....	94.4	8	144	132	70.5	35.5
April.....	93.3	8	152	161	88	45
May.....	92.6	9	156	189	66	43
June.....	94	6	79	57	37	22
Total.....		117	1,416	1,290	465	319.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School.....	59
Other normal schools.....	2
College.....	1
Nongraduates.....	23
Total.....	85

FOURTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Jefferson	2	2	4	3	2	2	2	2	19	* 19	19
Amidon			1	2	1	1	2	2	9	8	9
Bradley	1	1	1	1	1	1	1	2	9	8	9
Smallwood	1	1	1	1	2	1	1	1	9	8	9
Greenleaf						1	2	3	6	4	6
Potomac					1	1	1	1	4	3	4
Total number of schools { 1895..	4	4	7	7	7	7	9	11	56	50	56
{ 1894..	4	4	7	7	8	7	8	11	56	50	56

* One room used for cooking school.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam	Excellent.	Fair	Excellent.	Excellent.	Excellent.	Owned.
Amidon	Furnace	do	Excellent.	do	do	Small	Do.
Bradley	do	do	do	Fair	Small	do	Do.
Smallwood	do	do	do	do	do	do	Do.
Greenleaf	Stoves	Fair	Fair	Poor	None	Good	Do.
Potomac	do	Good	do	do	do	Small	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.
	1895.	1894.	
Jefferson	4	2	1, 1, 2, 2
Amidon	4	4	1, 1, 2, 2
Bradley	2	2	1, 1
Smallwood	2	2	1, 2
Greenleaf	4	4	1, 1, 2, 2
Potomac	2	2	1, 2
Total	18	16	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
Eighth	4	4	198	187	166	165	158	156	49.5	41.5
Seventh	4	4	196	199	183	170	171	158	49.0	45.7
Sixth	7	7	319	297	257	265	236	246	49.7	36.7
Fifth	7	7	355	348	294	304	272	281	50.7	42.0
Fourth	7	8	324	336	294	290	272	272	46.2	42.0
Third	7	7	386	320	334	294	310	277	55.1	47.7
Second	9	8	392	414	338	357	312	327	44.0	37.5
First	11	11	627	607	475	468	427	428	57.0	43.1
Total	56	56	2,777	2,708	2,341	2,313	2,158	2,145	49.5	41.8

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence.*

Month.	Percent- age of at- tend- ance.	Tardiness of teachers.	Cases of tardi- ness.		Substitute service.	
			1895.	1894.	1895.	1894.
September	97.6	.....	50	35	34	11
October	93.1	13	196	188	70	17
November	90.2	12	182	170	46	9
December	92.4	6	162	159	10	26
January	91.5	6	311	244	67	61
February	90.7	11	254	186	52	29
March	93.3	9	218	166	31	35
April	91.2	6	212	181	27	58
May	91.1	2	207	186	18	41
June	93.3	1	127	99	22	30
Total .....	.....	66	1,919	1,614	380	319

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	30
Other normal schools	8
College	2
Nongraduates	16
Total	56

FIFTH DIVISION.

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Jackson	2	1	2	2	1	.....	.....	.....	8	8	8
Grant.....	2	2	2	2	2	2	2	2	16	13	16
Fillmore.....	1	1	1	1	1	1	1	1	8	8	8
Addison.....	1	1	1	1	1	1	2	2	10	8	10
Weightman.....	1	1	1	1	1	1	2	2	10	8	10
Coreoran.....	.....	1	1	1	2	2	2	2	11	8	11
Threlkeld.....	.....	.....	.....	.....	1	1	1	1	4	4	4
High Street.....	.....	.....	.....	.....	1	1	1	1	4	4	4
Industrial Home.....	.....	.....	.....	*1	.....	.....	.....	1	2	2	2
Total number of { 1895..	7	7	8	9	10	9	11	12	73	63	73
schools { 1894..	7	6	8	9	8	9	9	12	68	60	68

* In this school are pupils from second to fifth grade, inclusive.

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson	Furnace ..	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Owned.
Grant.....	Steam.....	do.....	do.....	do.....	do.....	do.....	Do.
Fillmore.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.
Weightman.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Addison.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Coreoran.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Threlkeld.....	Stoves.....	do.....	Poor.....	Fair.....	Poor.....	do.....	Do.
High Street.....	do.....	do.....	do.....	Poor.....	do.....	Good.....	Do.
Industrial Home.	Steam.....	do.....	do.....	Fair.....	Good.....	do.....	Do.

TABLE III.—Showing half-day schools.

School.	Half-day schools.		Grades of half day schools.	Number above second grade, 1895.
	1895.	1894.		
Jackson.....	.....	.....	.....	.....
Grant.....	.....	.....	.....	.....
Fillmore.....	6	6	1, 2, 3	2
Weightman.....	.....	.....	.....	.....
Addison.....	4	2	1, 2	.....
Coreoran.....	4	4	1, 2	.....
Threlkeld.....	6	.....	1, 2, 3	2
High Street.....	.....	.....	.....	.....
Industrial Home.....	.....	.....	.....	.....
Total.....	20	12	.....	.....

TABLE IV.—Showing distribution of pupils by grades and average number per teacher.

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment, 1895.	Based on average enrollment, 1895.
Eighth	7	7	312	325	262	293	237	269	44.5	37.4
Seventh	7	6	288	269	241	237	221	220	41.1	34.5
Sixth	8	8	350	331	304	280	274	254	43.7	38.0
Fifth	9	9	408	478	394	382	366	355	45.3	43.8
Fourth	10	8	459	410	371	350	341	320	45.9	37.0
Third	9	9	428	405	346	342	317	313	47.5	38.6
Second	11	9	481	468	389	375	354	352	43.7	35.3
First	12	12	591	652	450	482	409	434	49.3	37.5
Total	73	68	3,318	3,338	2,757	2,741	2,518	2,517	45.4	37.7

TABLE V.—Showing percentage of attendance and cases of tardiness of pupils, and absence and tardiness of teachers.

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1895.	1894.	1895.	1894.
September	96.5	1	121	84	10	9.5
October	92.8	6	430	384	19.5	33
November	90.1	11	442	380	25.5	12
December	92.6	13	317	346	15	19.5
January	89.6	19	579	463	36.5	28
February	88.1	31	508	282	37.5	31.5
March	92.1	5	338	374	52	32.5
April	91	11	360	361	49.5	41
May	90.5	14	462	343	28.5	3.5
June	93	11	205	203	19	28
Total	91.6	122	3,762	3,220	293	238.5

TABLE VI.—Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.

Washington Normal School	51
Other normal schools	1
Colleges	3
Nongraduates	18
Total	73

SIXTH DIVISION (A).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
<i>White.</i>											
Conduit Road.....				1-5					1	1	1
Tenley.....		6-8		1	3-4		1	1	5	4	5
Brightwood.....	7-8		5-6		3-4		1	1	5	4	5
Mount Pleasant.....	7-8		5-6		1	1	1	1	6	4	6
Monroe.....		6-7		4-5		1	1	1	5	8	6
Soldiers' Home.....			4-6			1-3			2	2	2
Brookland.....		7-8	5-6		3-4		2-3	1	5	4	5
Total number of schools { 1895..	2	3	4	3	4	3	5	5	29	27	29
{ 1894..	2	3	3	3	3	3	5	4	26	27	26
<i>Colored.</i>											
Chain Bridge Road.....						1-5			1	1	1
Grant Road.....			4-7				1-3		2	2	2
Military Road.....			4-7				1-3		2	2	2
Wilson.....		6-7		4-5		1	1	2	6	8	6
Orphans' Home.....				3-5			1-2		2	2	2
Mott.....	7-8		1	1	{ 1 3-4 }	1	2	2	10	10	10
Fort Slocum.....					1-4				1	1	1
Ivy City.....					1-4				1	1	1
Montello.....							1-2		1	1	1
Total number of schools { 1895..	1	1	3	3	4	3	7	4	26	28	26
{ 1894..	1	1	2	3	4	4	6	4	25	27	25

TABLE II.—Showing condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Conduit Road....	Stoves....	Good....	Poor.....	Excellent.	None....	Fair.....	Owned.
Chain Bridge road.....	do.....	do.....	do.....	do.....	do.....	Good....	Do.
Tenley.....	do.....	do.....	do.....	Good....	do.....	Excellent.	Do.
Grant Road.....	do.....	do.....	do.....	Excellent.	do.....	do.....	Do.
Military Road.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Brightwood.....	do.....	Excellent.	Good....	Good....	do.....	Good....	Do.
Mount Pleasant.....	do.....	Good....	Poor....	do.....	do.....	Excellent.	Do.
Wilson.....	Furnace..	Excellent.	Excellent.	do.....	Excellent.	do.....	Do.
Orphans' Home.....	do.....	do.....	Good....	do.....	do.....	Good....	
Mott*.....	Stoves....	Good f...	Poor.....	Excellent.	None....	do.....	Do.
Monroe*.....	Furnace..	Excellent.	Excellent.	do.....	Excellent.	Excellent.	Do.
Soldiers' Home.....	Stoves....	Good....	Poor....	do.....	None....	do.....	Do.
Fort Slocum.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Brookland.....	do.....	Excellent.	Good....	do.....	do.....	Fair.....	Do.
Ivy City.....	do.....	Poor....	Poor....	do.....	do.....	Poor....	Rented.
Montello.....	do.....	Good....	do.....	Good....	do.....	Good....	Owned.

* Two rooms are occupied by carpentry and cooking schools.

† Excepting two rooms, in which the light is poor.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade, 1895.
	1895.	1894.		
Tenleytown.....	2	.....	1, 2	.....
Brightwood.....	2	.....	1, 2	.....
Mount Pleasant.....	4	4	1, 2, 3, 4	2
Mott.....	4	5	1, 2	.....
Brookland.....	2	.....	1, 2	.....
Total.....	14	9	.....	.....

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
<i>White schools.</i>										
Eighth.....	2	2	88	88	72	75	64	67	44.0	36.0
Seventh.....	3	3	113	113	85	92	76	84	37.6	28.3
Sixth.....	4	3	181	175	156	142	139	128	45.2	39.0
Fifth.....	3	3	146	139	105	113	90	101	48.6	35.0
Fourth.....	4	3	195	136	155	117	137	107	48.7	38.7
Third.....	3	3	148	140	110	116	103	104	49.3	36.6
Second.....	5	5	210	254	172	194	152	168	42.0	34.4
First.....	5	4	290	232	202	166	174	146	58.5	40.4
Total.....	29	26	1,371	1,277	1,057	1,015	935	905	46.6	36.0
<i>Colored schools.</i>										
Eighth.....	1	1	59	39	49	37	46	35	59.0	49.0
Seventh.....	1	1	52	34	26	24	24	21	32.0	26.0
Sixth.....	3	2	134	79	96	71	85	64	44.6	32.0
Fifth.....	3	3	144	175	105	125	99	114	48.0	35.0
Fourth.....	4	4	217	194	151	145	136	135	54.2	37.7
Third.....	3	4	152	188	101	131	91	119	50.6	33.6
Second.....	7	6	338	324	258	234	237	217	48.2	37.0
First.....	4	4	238	279	161	172	143	154	59.5	40.2
Total.....	†26	25	1,314	1,312	947	939	861	859	49.5	36.3

*Including 18 ungraded schools.

†Including 15 ungraded schools.

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TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardi- ness.		Substitute service.	
			1895.	1894.	1895.	1894.
<i>White.</i>						
September	95.4	1	29	23	.....	.....
October	90.9	7	159	141	29	3
November	86.3	1	169	181	8½	8
December	88.7	1	94	127	19	4
January	82.6	4	215	169	37	10½
February	86.1	6	169	159	15	7
March	90.6	1	135	163	7	5
April	87.1	4	153	105	22	11½
May	85.2	1	132	114	6	7
June	88.9	2	55	88	4	.....
Total .....	.....	28	1,310	1,270	147½	50
<i>Colored.</i>						
September	96.9	.....	10	12	.....	6
October	94.2	3	96	116	1	5
November	90.6	7	128	125	1	4½
December	92	2	90	104	.....	15
January	87.1	7	191	109	19	7½
February	86.6	9	102	88	13	6
March	92.4	2	100	121	13½	7½
April	89.5	4	139	88	3	12½
May	90.6	3	80	93	3	5
June	94.4	2	38	56	5	.....
Total .....	.....	39	974	912	58½	69

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

<i>White :</i>	
Washington Normal School	17
Other normal schools	3
College	3
Nongraduates	7
Total	30
<i>Colored :</i>	
Normal school, seventh and eighth divisions	17
Other normal schools	5
College	4
Total	26

SIXTH DIVISION (B).

TABLE I.—Showing distribution of schools by buildings.

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Number of school-rooms.	Number of teachers.
Tyler.....	1	1	1	2		2	2	2	11	8	11
Cranch.....					2	2	2	3	9	6	9
Van Buren.....	1		1	1	1	1	1	2	8	8	8
Van Buren annex.....		1	6, 7			1	1		4	6	4
Birney.....	1					2		2	5	4	5
Hillsdale.....		6, 7		1	1		2		5	6	5
Giesboro.....		4-7				2, 3		1	3	2	3
Garfield.....		4-7				1	1	1	4	4	4
Good Hope.....				4-6			1-3		2	2	2
Benning Road.....		5-7					1, 2		2	2	2
Benning Road annex.....					3, 4				1	2	1
Benning.....		6-8		4, 5		2, 3		1	4	4	4
Burrville.....					4-7			1-3	2	2	2
Espita's Hall.....				1					1	1	1
Engine House.....					1			1	2	2	2
Total number of 1895.....	3	7	3	7	7	11	11	14	63	59	63
schools..... † 1894..	3	6	3	8	5	11	11	13	60	57	60

TABLE II.—Showing the condition of buildings.

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler.....	Furnace..	Excellent.	Excellent.	Excellent.	Excellent.	Small.....	Owned.
Cranch.....	Steam.....	Good.....	None.....	Fair.....	Fair.....	do.....	Do.
Van Buren.....	Furnace.....	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Van Buren annex.....	Stoves.....	Fair.....	Poor.....	Poor.....	None.....	do.....	Do.
Birney.....	do.....	Excellent.	Good.....	Good.....	do.....	do.....	Do.
Hillsdale.....	do.....	Poor.....	None.....	Poor.....	do.....	Poor.....	Do.
Giesboro.....	do.....	do.....	do.....	Good.....	do.....	Excellent.	Do.
Garfield.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Good Hope.....	do.....	Excellent.	Good.....	do.....	do.....	Poor.....	Do.
Benning Road.....	do.....	do.....	do.....	Fair.....	do.....	Fair.....	Do.
Benning Road annex.....	do.....	Poor.....	Poor.....	do.....	do.....	do.....	Do.
Benning.....	do.....	Excellent.	do.....	Good.....	do.....	Excellent.	Do.
Burrville.....	do.....	Poor.....	Good.....	do.....	do.....	Fair.....	Do.
Anacostia Road §.....	do.....	Excellent.	Poor.....	Poor.....	do.....	Excellent.	Do.
Espita's Hall.....	do.....	Poor.....	None.....	do.....	do.....	None.....	Rented.
Engine House.....	do.....	do.....	do.....	do.....	do.....	do.....	Owned.

* Excepting two third floor rooms, where the light is very poor.

† Excepting three rooms in which the light is good.

‡ Excepting three rooms, in which the light is fair.

§ Occupied by carpentry and cooking schools.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1895.	1894.		1895.	1894.
Tyler	6	6	1, 2, 3	2	2
Crauch	7	7	1, 2, 3	2	2
Birney	2	2	1	.....	.....
Hillsdale	2	2	2	.....	.....
Giesboro	2	2	1, 2, 3	1	1
Total	19	19	.....	5	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1895.	1894.	1895.	1894.	1895.	1894.	1895.	1894.	Based on whole enrollment.	Based on average enrollment.
<i>White schools.</i>										
Eighth	2	2	100	106	77	91	72	86	47	36
Seventh	2	2	117	110	102	94	91	85	40	34
Sixth	2	2	150	141	124	111	117	107	48	38
Fifth	4	4	225	253	192	218	181	199	44	38
Fourth	4	4	228	245	188	203	181	198	48	40
Third	6	4	312	243	261	211	236	195	43	36
Second	6	6	360	372	297	311	262	280	48	39
First	10	9	465	492	337	365	307	338	46	31
Total	* 44	* 41	1,957	1,962	1,578	1,604	1,447	1,488	45	37
<i>Colored schools.</i>										
Eighth	1	1	43	46	38	43	36	40	43	38
Seventh .....	.....	.....	46	44	42	40	35	31	.....	.....
Sixth .....	.....	.....	56	49	50	42	39	37	.....	.....
Fifth	1	1	80	95	64	82	52	72	45	35
Fourth	1	1	74	111	58	92	46	47	41	32
Third	3	3	165	150	125	121	108	106	44	32
Second	3	3	148	148	108	114	94	103	38	27
First	3	3	249	289	165	199	140	175	64	30
Total	† 19	† 19	861	932	650	733	550	611	46	34
Grand total	63	60	2,869	2,894	2,234	2,337	2,064	2,099	46	36

* Including eight ungraded schools.

† Including seven ungraded schools.

Supplemental to Table IV and showing number of ungraded schools.

Grade.	White.		Colored.	
	1895.	1894.	1895.	1894.
Eighth, seventh, and sixth.....	1	1		
Seventh and sixth.....	1		1	1
Seventh, sixth, and fifth.....		1	1	2
Seventh, sixth, fifth, and fourth.....	1		1	
Sixth and fifth.....		1		
Sixth, fifth, and fourth.....	1	1	1	
Fifth and fourth.....	1	1		
Fifth, fourth, and third.....				1
Fourth and third.....			1	1
Fourth, third, and second.....		1		
Third and second.....	2	1		
Third, second, and first.....	1	1	1	
Second and first.....			1	2
Total.....	8	8	7	7

TABLE V.—Showing percentage of attendance, cases of tardiness, and absence of teachers.

Month.	Percent- age of attend- ance.	Tardiness of teachers.	Cases of tardi- ness.		Substitute service.	
			1895.	1894.	1895.	1894.
White.						
September.....	95.8	1	34	16	-----	16.5
October.....	92.1	2	52	61	20	34
November.....	90.6	3	49	83	16	64
December.....	92.8	4	41	50	10	46
January.....	90.9	13	80	82	27.5	39.5
February.....	89	13	75	53	46.5	14
March.....	93.7	2	47	73	35	23
April.....	92.1	6	49	81	38	34.5
May.....	90.7	3	52	79	36.5	36.5
June.....	92.5	-----	30	52	25	21.5
Total.....	-----	47	509	635	254.5	829.5
Colored.						
September.....	95.9	2	20	18	5	7
October.....	90.8	-----	74	89	1.5	10
November.....	90.1	2	96	102	3	5
December.....	89	-----	75	71	-----	4
January.....	87.4	3	138	110	3	1
February.....	84.8	2	83	106	7	2
March.....	91.7	-----	91	69	11	-----
April.....	88.5	1	94	89	6.5	4.5
May.....	88.1	-----	73	106	4.5	3
June.....	88.6	-----	36	65	2	6
Total.....	-----	10	780	825	43.5	36.5

TABLE VI.—*Showing number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

White:

Washington Normal School.....	30
Other normal schools	1
College	4
Nongraduates.....	9
Total	<u>44</u>

Colored:

Washington Normal School.....	13
Other normal schools.....	4
College	1
Nongraduates.....	1
Total	<u>19</u>

ANNUAL REPORT WASHINGTON HIGH SCHOOL, 1894-95.

WASHINGTON, D. C., June 30, 1895.

DEAR SIR: I have the honor to submit herewith a report of the High School for the year ending June 30, 1895:

CENTRAL SCHOOL.

Numbers and attendance.

Number of pupils readmitted from previous year.....	548
Number admitted at the beginning of the year.....	414
Number subsequently admitted.....	48
Number of withdrawals.....	195
Number at the close of the year.....	827
Whole number enrolled (girls, 592; boys, 418).....	1,010
Average number enrolled.....	894
Average number in daily attendance.....	852
Percentage of attendance.....	94.7

Year 1894-95.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	937.5	956.4	98.8
October.....	954	919.9	96.3
November.....	930.5	883.5	94.9
December.....	924	877.3	94.8
January.....	945	885.8	94.5
February.....	902.1	828.6	91.8
March.....	882.5	831.9	94.3
April.....	857.6	806.1	93.9
May.....	805.8	754.5	93
June.....	806	771.3	95.6

Table showing growth of school.

Year.	Number of teachers.	Average enrollment.	Year.	Number of teachers.	Average enrollment.
1882-83.....	11	367	1889-90.....	41	1,274
1883-84.....	13	486	1890-91*.....	36	1,001
1884-85.....	20	598	1891-92.....	37	937
1885-86.....	24	688	1892-93.....	39	778
1886-87.....	28	775	1893-94.....	42	835
1887-88.....	30	913	1894-95.....	43	894
1888-89.....	33	1,107			

* Decrease accounted for by establishment of branches at Georgetown and Capitol Hill.

Statistics of attendance, 1894-95.

Year opened with enrollment of	974
Maximum enrollment (October)	976
Close of year (June)	827
Average enrollment	894.4
Approximate ratio, boys to girls	3 to 5
Average percentage of attendance	94.7

Miscellaneous statistics.

Year.	Number of graduates.	Year.	Number of graduates.
1882-83	26	1889-90	289
1883-84	51	1890-91	205
1884-85	139	1891-92	206
1885-86	179	1892-93	182
1886-87	190	1893-94	168
1887-88	207	1894-95	159
1888-89	222		

Number in the different courses in 1894-95.

Course.	Number.
Academic	624
Scientific	293
Technical	57
Total	974

EASTERN HIGH SCHOOL.*Numbers and attendance.*

Number of pupils readmitted from previous year	224
Number admitted at the beginning of the year	203
Number subsequently admitted	25
Number of withdrawals	72
Number at the close of the year	380
Whole number enrolled (girls, 290; boys, 161)	451
Average number enrolled	393
Average number in daily attendance	366
Percentage of attendance	92.9

Year 1894-95.

Month.	Average enrollment.	Average attendance.	Percentage.
September	417.9	410	98.1
October	436.6	420.8	96.4
November	416.1	383.1	92
December	418	390.9	93.4
January	398.7	363.4	91.1
February	389.4	348.4	89.6
March	381.6	356.3	93.3
April	370.9	342	92.2
May	354.3	323.8	91.1
June	349.8	329.7	94.2

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MISCELLANEOUS STATISTICS.

Number in each course by years.

Fourth year (scientific, 8; academic, 25).....	33
Third year (scientific, 16; academic, 64).....	80
Second year (scientific, 37; academic, 70).....	107
First year (scientific, 56; academic, 132).....	188
Total number in scientific course.....	117
Total number in academic course.....	291
Special students	44

Number of graduates.

1892-93. Boys, 31; girls, 37.....	68
1893-94. Fourth year (boys, 5; girls, 6).....	11
Third year (boys, 29; girls, 48).....	77
Total	88
1894-95. Fourth year (boys, 9; girls, 16).....	25
Third year (boys, 25; girls, 31).....	56
Total	81

Table showing growth of school.

Year.	Number of teachers.	Average enrollment.	Year.	Number of teachers.	Average enrollment.
1890-91	7	158	1893-94	17	366
1891-92	11	239	1894-95	19	393.2
1892-93	15	329			

WESTERN HIGH SCHOOL.

Numbers and attendance.

Number of pupils admitted from previous year.....	115
Number of new admissions.....	111
Number of withdrawals.....	46
Number at the close of the year.....	180
Whole number enrolled (girls, 149; boys, 76).....	225
Average enrollment	199
Average number in daily attendance.....	187
Percentage of attendance.....	94

Year 1894-95.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	203.1	199.6	98.2
October.....	214	205.8	96.1
November.....	208.6	196.5	94.2
December.....	205.5	194.3	94.5
January.....	205.9	186.2	90.4
February.....	196.4	181	92.1
March.....	192.9	181.2	93.9
April.....	189	176.4	93.2
May.....	186	173.5	93.2
June.....	184	171.2	93.7

Growth of school.

Year.	Teachers.	Enrollment.	Remarks.
1890-91.....	2	54	First-year pupils.
1891-92.....	4	104	First and second year pupils.
1892-93.....	7	156	First, second, and third year pupils.
1893-94.....	10	181.5	First, second, third, and fourth year pupils.
1894-95.....	11	199	Do.

Miscellaneous statistics.

Number of pupils in—	
First-year class.....	96
Second-year class.....	67
Third-year class.....	41
Fourth-year class.....	22
Number of graduates.....	26
Third-year class.....	16
Fourth-year class.....	10

BUSINESS SCHOOL.*Number in attendance, 1894-95.*

Maximum enrollment (October):	
First year (boys, 177; girls, 147).....	324
Second year (boys, 80; girls, 75).....	155
Total enrollment of school.....	479
Enrollment at the close of school.....	305
Average enrollment.....	394
Average attendance.....	363
Average per cent of attendance.....	92.3
Average number of pupils per section (October).....	40
Average age of first-year pupils at entrance.....	16.5

Year 1894-95.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	454.9	443.6	97.5
October.....	453.5	430.1	94.7
November.....	436.6	401.5	91.9
December.....	424.4	395.2	93.1
January.....	401	366.8	91.4
February.....	391.6	349.1	89.1
March.....	374.2	345.8	92.4
April.....	361.1	328.9	91
May.....	322.6	290.6	90
June.....	309.9	284	91.6

BUILDINGS AND ACCOMMODATIONS.

It is hardly necessary to urge again the request for a suitable building for the Western School. The facts are fully understood, the imperative need for larger and better accommodations is admitted, and estimates for a new structure have been approved by the high-school committee and presented to the Commissioners. This would be most encouraging were it not that the history of District appropriations makes a curtailment of the estimates certain. In the reductions that will occur the building may be easily lost. It surely will not be secured without a vigorous struggle before the District Committee of the coming Congress.

The growth of the Georgetown school has been rapid. Year by year it has been found necessary to encroach upon the schools of the fifth division for rooms, till at present the entire Curtis building is occupied by the Western High School. The grade schools did not suffer at first, as their needs were cared for through the erection of an eight-room building, but with the growth of the school population there is now a demand for further houses for the children below the high school. The Curtis building, planned and erected for grade purposes, a poor makeshift for a high school, deficient in study halls, laboratories, library, drill hall, and wrongly constructed to make possible the easy moving of classes, is now too small for the high school. If a new building is erected, it will meet the demands of the growing high school, while the abandoned Curtis building will be saved for the imperative needs of the fifth division.

Courses of study outlined.

Year.	Academic.	Scientific.	Language.	Technical.*	Business.*
First	English. History. Algebra. Latin. Zoology.	English. History. Algebra. German. Zoology.	English. French. German. Algebra.	English. French or German. Algebra. Manual Training. Drawing.	English. Business Arithmetic. Bookkeeping. Penmanship. Shorthand. Typewriting or Mechanical Drawing.
Second	English. English History. Greek. Geometry. Latin. Physics or Chemistry.	English. English History. French. Geometry. German. Physics or Chemistry.	English and English History. French. German. Geometry.	English. French or German. Physics. Geometry. Manual Training. Drawing.	English. Bookkeeping and Business Practice. Commercial Law and Commercial Geography. Shorthand and Typewriting. Advanced Mechanical Drawing.
Third	Latin. English. French. German. Greek. Botany or Chemistry and Mineralogy or Advanced Physics. Political Economy. Trigonometry and Surveying or History.	German. English. Botany or Chemistry and Mineralogy or Advanced Physics. French. Political Economy. Trigonometry and Surveying or History.	English. French. German. Physics or Chemistry. History. Political Economy. Trigonometry and Surveying.	English. French or German. Physics or Chemistry. Manual Training. Drawing.	Each year of this course is complete in itself.
Fourth	Latin. English. Advanced Botany or Chemistry or Physics. Greek. Geology. History. Analytical Geometry and College Algebra. French. German.	German. English. Advanced Botany or Chemistry or Physics. Geology. History. Analytical Geometry and College Algebra. French.	English. French. German. History. Geology. Analytical Geometry and College Algebra.	English. French or German. Physics or Chemistry. Analytical Geometry and College Algebra. Manual Training. Drawing.	*This course does not prepare for the Normal School.

Elective studies are printed in *italics*; all others are prescribed. A general exercise in music is optional, except for Normal-School candidates, for whom it is prescribed. Candidates for diplomas must pursue all the prescribed studies and at least four studies in every year. Students who from any cause fail to meet this requirement are enrolled as "unclassified" and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college can make special arrangement of their courses upon written application to the principal. This must be done by pupils of the second year who elect Greek.

BOTANY.

Botany has remained, as before, a third-year elective, occupying for each student six hours a week—four used in general class work, one in lecture, and one in study with the microscope or in herbarium work. The year's course includes the following subjects:

(1) Description of 100 plants of Washington, followed by identification of family, genus, and species, using Gray's Manual. About one-third of this is done in the general class work of the fall, the rest in the spring and largely outside of school hours, the student having then acquired sufficient ability to continue independently.

(2) The study of the parts of plants, or the forms which plants assume; structural botany. This is carried on, together with the preceding, using the same and other specimens, and is reviewed and made definite by the use of Gray's Lessons.

(3) With the microscope the study of the flower, leaf, stem, and other parts (vegetable histology), with sections of such stems as sunflower, elm, and pine; and also with the microscope the study of minuter plants, including some work with the yeast plant, bacteria, many algae fungi, and mosses.

It is believed that no one is likely to see all there is in a plant until he has tried to draw it. Emphasis is therefore laid upon drawing, especially in winter studies of transformation of the leaf, stem, and hair, and of fruits and capsules; also in spring studies of fertilization, of grasses, ferns, and special families. Occasional papers are prepared giving drawings to show the gradual development of seeds, buds, leaves, and flowers, and others (observation papers) showing the results of work on more general subjects, as "the design of leaf forms," "position of nectar," "characters of twining stems," etc.

It is planned to secure to all students visits to the woods and fields, and also to the Botanic Garden.

ADVANCED BOTANY.

Advanced botany is an elective of the fourth year, open to those who have taken the third-year course.

Four hours a week are required—two for general class work, with examination of the plant as a whole, and two for histological and physiological studies with the microscope. The following work is planned:

(1) Study of the District flora from the herbarium specimens and fresh plants collected, mounted, and classified by the students. Special attention is paid to the trees and shrubs in the parks and on the streets of the city.

(2) Study of the cryptogams: The internal structure and reproduction of ferns, mosses, lichens, algæ, and fungi are carefully studied with the microscope. As in the third year, special emphasis is laid on the representation of ideas gained from observation by drawing and writing.

(3) Original papers on assigned subjects relating to plants studied.

(4) Field work: In the fall and spring one excursion a week is planned. Trips are made to the parks, Capitol, Smithsonian, and Agricultural grounds, Botanic Gardens, fields, and woods. The students are required to collect specimens for future study, observing the habitat and conditions of growth, and afterwards to write, in full, their observations.

CHEMISTRY.

In this department the course of study, which is entirely elective, covering a period of three years, is taken by pupils of the second, third, and fourth year classes.

General chemistry, including the study of the nonmetals, the metals, and the compounds of carbon; qualitative analysis, and quantitative analysis are the three branches successively taught, while the kindred subjects of mineralogy and assaying are briefly considered in connection with the qualitative and quantitative work. The primary object sought is to impart scientific methods of study and work, in the first year, by training chiefly the powers of observation, deduction, and comparison; in the second and third years, by developing especially habits of carefulness, accuracy, and patience. With this end in view, the course is so arranged that the student is led to observe for himself, draw his own conclusions, and record his results in a systematic manner, little being told him, and much being gained by his own efforts. As the inductive method is thus used throughout, laboratory work preceding the recitation is made the prominent feature of the course. But the acquisition of purely chemical knowledge, though subordinated, is far from neglected. On the contrary, every effort is made by recitations, quizzes, and informal talks not only to teach the subject, but to interest the pupil in it, both the scientific and the practical side being discussed as thoroughly as possible. High-school work is necessarily elementary, but our laboratory facilities and supply of materials are such as to permit work which may in the true sense be termed scientific.

Throughout the three years five periods per week are given to the study. During the first year three hours, upon an average, are spent in the laboratory, the other two being assigned to recitation. For the first four or five months the nonmetals are studied both in laboratory and class room. During the third quarter the metals are taken up simultaneously in the class room and laboratory, this scheme continuing to the end of the year. Elementary organic chemistry is taught by recitation and an occasional experimental lecture either during the fourth quarter or, as is more usual, in the following year. Throughout the entire year the practical side of the subject is brought prominently into view; everyday phenomena are explained, the value of chemistry in domestic life is pointed out, and its application to the industries, especially those of metallurgy and manufacture, is carefully considered.

In the second year four hours per week are regularly spent in the laboratory. Here, upon finishing the experiments introductory to qualitative analysis, the student examines a number of simple solutions, determining both the acid and base, and follows this in turn with a course of blow-pipe tests. The remaining two or more quarters of the year are spent in qualitative separations. The fifth hour every week is given to recitation in organic chemistry, lecture, quiz, laboratory work, or whatever seems to the instructor to be most desirable. In the fourth quarter, however, this period is usually devoted to a very brief course in crystallography and determinative mineralogy.

For those who desire to pursue the subject further there is offered an advanced course of simple quantitative analysis, both gravimetric and volumetric, and in conjunction with this, assaying for any who may desire it. Since quantitative determinations are necessarily slow, the five hours per week have afforded too little time for the purpose. As little or no home preparation is required, this has been partly remedied by after-school work on the part of pupils.

In the branch schools a serious drawback to all work has been the lack of good hoods and proper ventilation. Imperfect facilities in this respect have not only retarded the work, but have been the occasion of serious discomfort to students, and often to the entire school.

Two new hoods erected during the year at the Central school and a number of minor changes made at the Eastern have materially improved the two laboratories.

DRAWING.

The art work as a whole has been carried out on much the same lines as in other years. For some time it has been planned to arrange a course of lectures on the history of art and kindred subjects to broaden the outlook of the pupils; this has been accomplished, and marks the only radical change from last year.

In the first-year class, where the pupils work for one hour each week in free-hand drawing of objects and flowers, there was given a talk on design to increase the interest in the subject, make the pupils more observant, and if possible assist them to learn what constitutes good and bad design.

The charcoal work in the first-year special class has proved of unusual interest; a departure was made from the stereotyped models and work from still life given to pupils, which accomplished the double purpose of teaching values and the artistic arrangement of objects.

In the second year the pupils have geometrical drawing as well as free-hand. The lecture given was on architectural styles, in connection with the architecture to be seen in this city, as well as numerous illustrations on paper (photographs, engravings, etc.).

In the third and fourth years the drawing being elective, except for those who wish to attend the normal school, the classes were not so

large as in the first and second years, but were marked by a much more earnest spirit and broader understanding of the value of the course.

By those who do elect this subject two hours a week are given, one to the study of projection, perspective, and geometrical drawing, and the other to free-hand figure drawing, on the blackboard and on paper. In this connection a talk was given on the human figure, its proportions and characteristics, and its classic rendering in the statues of the ancient Greeks. A great deal of interest has been avowed by the pupils in these lectures, so it has been planned to give them an even more important place in the work another year—require the pupils to have notebooks and take notes, not only of the lectures, but of their lessons and any points of interest they may meet in their reading that would be of use to a class in art work.

There has been a class in figure drawing held after school, voluntary and open to any one. It was largely attended and proved very popular. Most of the work was in pencil, but occasionally some one tried another medium, as water-color or pen and ink.

A course in clay work has been carefully planned, but can not be entirely carried out owing to lack of room and facilities. The subject, however, has not been dropped, and next year it is hoped it may be fully developed.

The work in water color for third and fourth year pupils was much the same as usual. A drill was given in monotone before the use of color was attempted, as pupils do better work after a thorough course in one tone wash drawings of casts, in which they learn the use of the medium.

ENGLISH.

The energies of teachers and pupils have been directed especially to the cultivation of the pupils' power of oral and written expression, rather than to the study of literature, literary biography, or the history of literature. Of course by this it is not meant that the latter branches of English study are neglected, but that they are made subservient and auxiliary to the more important work of personal development. That further advance in this direction is desirable seems beyond question. While pupils may be trained, through constant practice in the various kinds of composition, to obtain primarily some degree of fluency in the use of clear, correct, and effective language, they may, at the same time, acquire in addition to the mere knowledge of the history of literature a loving and intelligent appreciation of the works of the best writers. The two branches of English study, composition and the study of literature, are mutually assistant.

The following summary of the course of study will be best understood by constant reference to the subjoined tabular statement.

In the first year the composition work embraced structure and expression applied to description, narration, and exposition. The material

for the work was supplied by the literature studied. The work of the year is found subdivided below. The main part of the work in literature was the study of four literary masterpieces selected from the works of representative authors. In the class work secondary attention was given to the period of literature represented by each author under consideration and to the various works of the author.

The special study of each work selected was directed toward implanting appreciation of good literature and influencing for the better the pupils' own power of expression. In realizing these purposes the school library has been an efficient aid. Considerably more time than formerly has been devoted to each selection.

The second-year work covered but two quarters; four recitations a week were given. The study of structure and expression was continued, the special form of discourse being argument. The study of Shakespeare's comedies furnished constant practice in the simple forms of argument and prepared the pupils for the more exhaustive study of argumentative composition which closed the quarter.

The third-year course consisted, first, of a quarter's study of Chaucer—the Prologue and selections; then of the study of Shakespearean tragedy during the second and third quarters, Hamlet and Macbeth being the plays selected for special study; finally the study of Milton's minor poems, with some review of grammar and rhetoric before the end of the year. Composition received its full share of attention in the third-year class, both in oral exercises and in numerous essays and papers prepared on subjects connected with the study of literature.

The fourth-year course, which is intended to lead to a broader and more critical knowledge of literature, dealt with the development of English prose in the essay and the novel. In composition the paragraph was made the unit of work, with the addition of long papers in the form of reports and criticisms on special books assigned to pupils as individual work.

Schedule of English work, 1894-95.

Quarters.	First year (four hours a week).	Second year (four hours a week).	Third year (four hours a week).	Fourth year (four hours a week).
First ..	Elements of composition. Simpler principles of rhetoric applied in abundant written and oral work in description, with Tennyson's Idyls of the King as a basis. Brief study of contemporary poets.	Study of Shakespearean comedy. Play selected for special study, class reading, criticism, etc., Merchant of Venice; written composition work required in this connection. Others of Shakespeare's comedies read as collateral work. Attention is also given to the Elizabethan period in general.	Chaucer, Prologue to the Canterbury Tales, and the Nonne Prestes Tale. Collateral study of Chaucer's times, his life and contemporaries.	A study of the development of English prose from the time of Mandeville. After touching upon More and Bacon, Milton's Arcopagitica was read, outlined, and criticised. As representatives of recent prose, Carlyle's Essay on Burns and Lamb's Essays of Elia were studied. The study of the essay was followed by that of the novel. The work covered the development of fiction from the Morte d'Arthur to the modern short story.
Second ..	Continued practice in composition, emphasis being laid on narration, with Dickens's Tale of Two Cities as a basis. Brief study of leading contemporary novelists.	Argumentative composition, analysis, kinds of proof, refutation, and arrangement of arguments.	Hamlet, with a thorough study of Shakespearean tragedy and of the Elizabethan literature and times, followed in the third quarter by Macbeth. In both quarters collateral reading of other tragedies and of romances was carried on, while advanced written work was developed in the study of characters and of plots, both here and throughout the year.	The novel: Special class readings, Eliot's Silas Marner, Thackeray's Pendennis. Individual reports on specimen novels of the eighteenth century, the romantic school, Scott and his contemporaries, and leading novelists and short-story writers since.
Third ..	Macaulay's essay on Warren Hastings was made the basis for review of description and narration, with the addition of exposition. With this, the work on contemporary writers was continued.			Continuation of work as outlined above.
Fourth ..	Continued readings of masterpieces of English literature, with work on contemporary literature, chief stress being laid on Coleridge's Ancient Mariner. Selections were also taken from Wordsworth, Shelley, Keats, and Byron. General study of nineteenth century authors and literature.		Milton's minor poems and a brief history of English literature from the Beowulf through the Elizabethan period.	As above

FRENCH.

French was taken up as an optional study in the fall of 1893, and students of the second, third, and fourth years of the scientific, as well as those of the third and fourth years of the academic course, were permitted to select it. The number that chose it demonstrates beyond a doubt the popularity of the new branch.

In the fall of 1894 a new course of study was organized, by which the study of French may be begun in the first year, thus allowing four full years to those desiring this language.

The class-room exercises are both written and oral, thus giving the pupils an opportunity to acquire a practical as well as a theoretical knowledge of the language. Recitations are mostly conducted in French, while pupils are made to recite grammatical rules in the language they are studying. Translations from English into French and from French into English are also included in the program.

C. Fontaine's text-books, *Livre de Lecture et de Conversation*; *Historiettes Modernes*, Vols. I and II; *Les Historiens Français du XIX^e Siècle*, and *Fleurs de France* have been used with satisfactory results.

GEOLOGY.

This science has been made an elective of the fourth year, with four periods a week. Work has consisted of:

(1) Recitations from LeConte's *Compend of Geology*, supplemented by the publications of the United States Geological Survey in the school library and by the National Geographic Monographs now in course of publication.

(2) Excursions to points of interest in the vicinity of Washington to study the processes modifying the earth's surface and the materials subjected to those processes.

(3) The working of geological problems suggested by the students' studies or excursions.

(4) Study of material in the school collections and the National Museum.

The student is led to observe geological phenomena and to interpret his observations. The great importance of a geological basis in the teaching of geography is recognized and the work arranged to make it as valuable as possible to those who may afterwards teach that science. In the study of the physical and biological history of the earth, the main lines of its development are emphasized, the intimate relationship of the present with what has gone before is brought before the student, who is thus in a position to form a clearer conception of his position in the world.

GERMAN.

The inductive method of teaching is followed in the German classes. As a rule German is spoken from the beginning, although the use of English is not banished from the class room, translations from German

into English, and vice versa, being frequently made. Reading, writing, and to a certain extent speaking German, together with original composition work in the third and fourth year classes, are practiced.

German is studied in the scientific classes for four years, and is optional for the academic students of the third and fourth years.

The scientific sections study in the first year (five hours weekly) Vol. I of *Deutsches Sprach- und Lesebuch*, which familiarizes them with descriptive German. One German text, viz, *Kleine Geschichten*, containing easy stories by Richard Leander and others, has been read during the third and fourth quarters of the year. In the second year Vol. I of *Deutsches Sprach- und Lesebuch* was finished and Vol. II of the same book begun; the second volume familiarizes students with the narrative or historical style of the language. Particular attention has been paid to the rapid reading of the following texts: Andersen's *Bilderbuch ohne Bilder*, *Unter dem Christbaum*, containing five Christmas stories by Helene Stökel, and Auerbach's *Brigitta*. The third-year students have finished the grammatical course and practiced rapid reading of more advanced texts, such as Gore's *German Science Reader*, Lessing's *Minna von Barnhelm*, and Schiller's *Gustav Adolf in Deutschland*. In the fourth-year scientific course, which was inaugurated three years ago, the students, after a general review of the whole grammar, have practiced translations from English into German, and also original German composition, more especially letter-writing. They have read Gore's *German Science Reader* and *Einführung in Goethe's Meisterwerke*.

The academic classes (five hours weekly), with a two years' course in German, have gone over the same ground as the first and second-year scientific sections in German grammar, and have read in their first year's course two German texts, viz, *Kleine Geschichten*, by Richard Leander, and *Immensee*, by Theo. Storm; while the advanced academic sections have read Andersen's *Bilderbuch ohne Bilder*, Paul Heyse's *L'Arrabbiata*, Heinrich Seidel's *Leberecht Hühnchen*, and also part of Schiller's *Wilhelm Tell*.

As in former years a number of text-books, of which Dr. Wilhelm Bernhardt, the head of the German department, is editor and author, have been used.

GREEK.

The fourth-year class has accomplished the work required for admission to most of the colleges, four books of Xenophon, three of Homer, one of Herodotus, and half of Collar and Daniell's *Prose Composition*.

The third-year class, which has been at work two years, has completed four books of Xenophon this year, together with twenty lessons in prose composition.

The second-year beginners' class has taken all of White's *Beginners' Greek Book* and devoted some attention to Xenophon's *Anabasis*.

The texts used were White's Beginners' Greek Book, Goodwin's Greek Grammar, Goodwin's Xenophon's Anabasis, Seymour's Homer's Iliad, Goodwin's Greek Reader, Collar and Daniell's Greek Prose Composition, and Liddell and Scott's Greek-English Lexicon (abridged).

HISTORY.

Fourth-year class.—The class has been conducted on what may be termed the reference plan. No text-book was used, but all information was obtained from reference to books in the school library or to such works in the home libraries as might be had. Topics were assigned daily to the class and references given to the best authorities, in order to save as much of the pupils' time as possible.

Beginning with the causes which inspired the men of Europe to undertake voyages of discovery and exploration about the end of the Middle Ages, the work of the year has covered the whole field of American history to our own times.

The work of the earlier quarters was general, in that the whole class was required to prepare all of the topics allotted. The work of the last quarter of the year was wholly individual, and the subjects given to members of the class to be followed through the whole period of their action and influence. As examples of such subjects the following are given: Slavery in America, The History of the Tariff, The History of American Finance, The History of the American Navy, The History of American Invention. The pupil was directed as to the division of such large subjects, which were then developed in periods, an account of a period being given in each paper. Of course, shorter subjects were carried along contemporaneously in order to get as complete a view as possible.

The design has been to make the pupil a self-helping worker in research, discrimination, and arrangement, and at the same time to quicken within him a spirit of respect for American institutions. The study is optional; the class work has occupied four hours a week.

Third-year class.—The study of history in the third-year class has been optional. The subject is the general field of history, from its beginning to the present time. The class, after reviewing the history of the nations of antiquity in which the growth of national life and institutions is emphasized, follows the course of history through the mediæval and modern periods, studying its continuity and, as far as effect, its philosophy in tracing out the operation of cause and

The text-book used was Myer's General History, which is supplemented by reading from different authors suggested as the work progresses.

Time, four hours a week through the year.

Second-year class (English history).—The work in English history during the present year covered the usual ground, beginning with pre-

historic Britain and coming down to the present day. In the Central School, where four recitations per week were assigned for a half year, the results have been gratifying. Especial emphasis has been laid upon the origin and growth of national institutions, the development of popular liberties, and the influence of personal character in determining history.

First-year class.—The scope of the history work of this class has been identical with that pursued for the past four years, viz, from the beginning of national life to the close of the political control of Rome. The text-books used are Myer's History of the Eastern Nations and Greece, and Allen's History of the Roman People.

There has been less of a disposition to follow the books than heretofore, and a strong tendency to independence on the part of both teacher and pupil, outside the acceptance of statement of fact, has been substituted.

The study is required of all members of the first-year class. Time, three hours per week.

LATIN.

Five hours per week in the first year, and four in the second, third, and fourth, have been devoted to this study. Of this time twenty hours in the third year and the same number in the fourth are assigned to the study of Latin composition, with Collar's Latin Prose Composition as the text-book.

The amount of Latin read in the first and second years has been diminished by the introduction of the inductive method. The present second-year class has completed only the first book of Cæsar. The teachers, however, unite in saying that there has been an increase in interest and thoroughness, in the power to read Latin fluently and to write it correctly. In the third-year class one book of Cæsar and five orations of Cicero have been read. The falling off in the character of the work done by this class has been noted in previous reports. The fourth-year class has read six orations of Cicero and two books of Virgil, and, at sight, ten chapters of Cicero's Lælius. There has also been some general study of Latin literature, with selections from authors of different periods, through sight reading.

MATHEMATICS.

Algebra.—It is believed that a successful effort has been made to teach the subject from a logical standpoint, development of principles being the constant aim. The pupils have been taught, step by step, the principles underlying every operation, and have developed the relation of principles of increasing breadth, while accuracy, proper arrangement, and clearness of statement have been constantly impressed.

Geometry (second year).—Book work has been made subservient to the "originals," and while the main use of the subject as a powerful mental

drill has been kept constantly in mind, its practical application to numerical examples has suffered in no way. Here, as throughout the entire mathematical course, stress is laid on exact definitions, rigid logical processes, clearness of conception and expression, sustained courses of proof, exact results, the selection of the best methods, and the cultivation of the powers of insight, judgment, and origination, rather than that of memory.

The analytic rather than the synthetic method of proof has been required as the most important, and in many cases the students have traced a proposition back to the primary definitions and axioms, proving all the intermediate propositions through which the line of direct proof extended. The synthetic method has been used as an adjunct, giving the student drill in the formal statement of a chain of reasoning, omitting everything that in any way interfered with its logical development.

Solid geometry and trigonometry (third year).—The third-year course is ample to prepare the student for any college he may desire to enter. The utmost care has been taken in arranging the work to secure conclusive checks and tests of accuracy exclusive of mere book answers, so that the student may be able to find out in his subsequent practical work in surveying just where the error arises and how he may correct it.

Surveying (third year).—The last quarter of the school year was devoted to this subject, two weeks of which comprised practical work in the field, thus affording a fair opportunity to acquire a working knowledge of the instruments and fundamental problems. Numerous parties were made up entirely outside of school time and great enthusiasm was shown in taking advantage of the facilities offered for field practice. Excellent results were obtained by the young ladies in the practical work of this subject as well as in the class room.

Advanced algebra and analytical geometry (fourth year).—The course in advanced algebra is identical with the requirements for advanced standing in Cornell University and for admission to the courses in mechanical and electrical engineering and architecture.

The course in analytical geometry is extended for the amount of time devoted to it and is somewhat in excess of the requirements for admission to Johns Hopkins University, covering the first four chapters of the text-book exhaustively and the following four in a more cursory manner.

The work of the class during this year has been enthusiastic. Pupils have requested one more recitation a week, thus showing their deep interest in the work.

MANUAL TRAINING.

Number of pupils: First year, 123; second year, 70; third year, 23; fourth year, 8; total, 224. The number of pupils enrolled this year is the largest in the history of the work.

The plan followed in the high-school work is to supplement the course in joinery of the seventh and eighth grades of the grammar schools by

courses in drafting, wood turning, and pattern making in the first year; forging and drafting in the second year; and chipping and filing, iron, steel, and brass turning, machine construction, and drafting in the third and fourth years. There is some instruction in foundry work given in the first year in connection with the pattern making, but there are no facilities for a general course. The drafting is given an important place in the work of each year. It has always been the aim to do justice to this branch, for however important it is that the student should be able to read working drawings, it is yet more desirable that he be able to make the drawing, for the logical order and educational sequence is, first, the conception of the form; second, the planning and drawing, and finally, construction—materialization of the thought.

Under a new plan, definitely instituted this year, the results of which will be referred to later, two classes or groups of boys now attend the shops, namely, those taking manual training as a minor study for two hours a week and those taking it as a major study for six hours a week.

The work under the two-hour-per-week plan may be commented upon as follows: In the first-year drafting good work was done, but it is evident that a closer bond between drawing and constructing is desirable. This will be possible only when sufficient accommodations and teaching force will allow the carrying along of both kinds of work at the same time instead of giving the drafting in one portion of the year, following it with the shopwork in another.

The work in turning was kept up to the usual standard and considerable attention was given to the production of vase forms with an encouraging degree of success. The pattern work can not be said to have passed the experimental stage after only one year of progress, but in spite of cramped quarters and other drawbacks, it is believed that a good beginning toward a valuable course has been made.

The forging in the second year remains the strongest feature in all the shopwork. The fine showing made in past years was considerably surpassed. In April the forge work was stopped and the second-year drafting was begun.

The plan in operation last year, which gave an opportunity to take manual training in place of a prescribed study, was superseded by the establishment of the "new technical course." The change did not affect the work in large measure, but it gives the manual work a recognized standing. The new course prepares for admission to scientific and engineering colleges, and at the same time may be so modified as to meet the demands of such boys as do not desire preparation for advanced technical study, but wish the broadest practicable training before undertaking the selection of an occupation. That the course will prove successful there seems good promise. Of the 123 boys electing the shop work from the first-year class, 28 were technical boys. Of the 101 boys from the other classes, 25 were in the technical course.

The plan followed under the new course is in general an extension of that under the existing two-hour courses. More attention to lettering and to practice with instruments is given in the drafting. Patterns constitute the principal additions to the course in wood turning, and they also involve considerable bench work. The course in forging is amplified by the introduction of many manipulations not possible to the shorter course, and some ornamental work was done this year. There is no lack of good practice for the six-hour boys in machine work. Each boy is now given a variety of work on the milling machine in fine tool making.

The 16-light dynamo, begun last year, was completed, and is an entire success, both mechanically and electrically. Castings for a governor were bought and finished, and the complete machine attached to the engine built last year. The engine and dynamo have been installed in the shop engine room, and the metal shops are now lighted upon dark days by sixteen 16-candlepower lamps. A rheostat, voltmeter, and ammeter were purchased and attached to make the plant complete. All wiring for lamps and instruments was done by the boys.

The equipment of the shops was increased by the addition of two wood-turning lathes, and five benches and sets of tools for the first-year work, and four forges for the second-year shop. New lockers and a partial rearrangement of the shops increased the convenience and efficiency of the whole.

MUSIC.

During the entire year each of the three classes had an hour lesson per week.

A large proportion of each lesson was spent in endeavoring to develop and cultivate in each pupil right habits of using the voice. As a result of this work the classes learned to sing with a pure, smooth tone, simple and natural and wholly without strain. No special endeavor was made to teach sight reading, as all of the classes read fairly well.

The pupils of the first year sang almost entirely from the Euterpean, while those of the second, third, and fourth years studied several of the choruses from the Messiah. The earnest, intelligent work which the pupils showed in the study of the Messiah indicated their ripeness for the most dignified and noble music.

The ability of these classes was so evident that arrangements were made late in the spring for a series of daily lessons for nearly a fortnight under one of the greatest directors in the country, Mr. Tomlins, of Chicago. His work was wholly along the line of expression, as he pronounced the tone work to be already almost faultless. The training of the conductor was rewarded with such intelligence and mature work that in the public concert which followed he assured the audience that never in his wide experience had he met with pupils so ripe for the best training the country could give them. At the same concert the students

had the pleasure of hearing a famous violin soloist and were accompanied in their own songs by a pianist of note.

It is to be hoped that each year in the future these pupils may have their musical taste cultivated by coming under the training of some great conductor and by hearing the greatest soloists to be found in America. The result of the yearly contact of these talented, impressionable young people with the highest musical intelligence in the country would be incalculable in its cultivating and refining influence.

PHYSICS.

In both second and third year classes the text-book used was Gage's Introduction to Physical Science. The portions for the second year included properties of matter, mechanics of solids and fluids, and electricity; for the third year, heat, sound, light, and electricity. The subjects were studied more thoroughly in the third than outlined in the above-mentioned text-book.

The major portion of the time, especially with the second-year class (i. e., those beginning the subject), was devoted to work in the laboratory and to the discussion of the work of the notebook.

The solving of problems has not been omitted. The operations to be performed, the reason for the same, and the experiments, the basis of the reason, were given more attention than the result of the operation. Effort was made to have the pupil give as the reason for an operation the phenomena observed in an experiment rather than the mere statement of the rule.

The work has been more systematic and satisfactory than formerly. Each pupil was furnished with a copy of the printed pamphlet of experiments written by the several teachers of physics in the various high schools of the District of Columbia. The less general laws were first evolved; then, by graded steps, wider and broader generalizations were made. In no case did the class stop with their simple correlations of the recorded phenomena, but progressed to those correlations of these simpler ones which have been made by mankind through many years of thoughtful and careful study. Directions were given for the arranging of the apparatus. The pupils were expected to observe and record what took place; then, without printed or verbal questions, to draw logical inferences. These inferences were not always the ones desired or expected by the teacher, but were always accepted whenever justified by the data recorded. The phenomena recorded by the pupil were made the basis by the teacher for the broader generalization.

While it has been the aim to develop in the pupils power of observation and the habit of drawing inferences from observed phenomena, there has likewise been an endeavor to give a clear and intelligent understanding to the pupil of those general principles and laws which are the foundation of the science of physics.

Five students took the Harvard preparatory course, working with more enthusiasm and accomplishing a large amount of work in the

laboratory. Free of access to the pupils were a number of reference books, among which may be mentioned Barker, Daniell, Atkinson's Ganot, Avery, Carhart and Chute, Appleton, Hall and Bergen's Physics, Stewart and Gee, Glazebrook and Shaw, Chute, Worthington and Avery's Practical Physics, Tyndal's Sound and Heat, Sylvanus P. Thompson's Dynamo Electric Machinery, and Webster's Unabridged Dictionary.

During the year the daily weather maps were received from the Weather Bureau; more interest than usual was manifested in them by both teachers and scholars. Mr. Edward B. Garriott, from the Weather Bureau, gave a short talk on the general science of weather forecasting.

PHYSICAL CULTURE.

The girls from the grade schools entered the high schools better prepared for the physical work than those of the preceding year. A lesson, twenty-five minutes in duration, is given to each class once a week.

In the Central and Business schools the hours have been so arranged that the teachers in charge of class rooms attend the lessons once a week, by which they are enabled to direct the daily practice, correct errors, and emphasize principles.

At the Eastern and Western schools the "practice" has been guided by teachers, who witness the regular lessons and report the progress of daily work to the health teacher. At the Central School written report has been rendered each week of the time occupied in physical exercises. At the Western School, in spite of interruptions caused by holidays, much good work has been done, though Friday is truly an "unlucky day" for the special teacher and for the charge assigned her on that day.

Less time was spent in teaching the importance of "attention," but the next step, "concentration," has been dwelt upon at length. Every set of exercise had orders which could only be mastered by close mental and physical attention. Exercises to promote graceful and easy carriage, correct sitting, and standing habits have been presented.

With the first quarter the corset crusade began. The evils of tight lacing and incorrect trunk equilibration were freely discussed. Then came the lessons and exercises in "Harmonic poise."

Special attention during the second quarter was given to chest development. Again tight collars and waistbands were attacked.

The spirometer, which is made upon the same principle as a gasometer, was used to ascertain the lung capacity, with the following averages as a result:

	Cubic inches.
Central School	117.66
Business School	108.29
Eastern School	123.26
Western School	114.65

The figures impressed the pupils as no arguments could. Advice was sought on the subject of deep breathing, and chest-expansion exercises became popular.

The third quarter was spent in exercises for the development of the whole body—stretching, running, light jumping and percussion movements to increase the circulation. The enthusiasm aroused by the direction to perform the weekly orders on the platform of the exhibition hall gave an opportunity to the health teacher to bring before the students very forcibly the educational rather than the spectacular side of the work. They were led to consider the weakness of unusual “spurts” for show purposes, and the strength that comes from steady daily practice for mental and physical culture. Numerous applications came for special exercises. Crooked shoulders, weak ankles, uneven hips, were all presented for curative exercises. Several girls were dispatched to physicians and are now being treated for spinal troubles. The chest lifts and gymnasium benches were brought into requisition. The older girls were of great assistance in promoting this work for a few months, but preparation for normal-school examinations and other work removed these helpers; consequently the classes were closed.

The last quarter's work has been devoted to drills arranged to musical accompaniment. These orders are being memorized to induce practice during the holidays, the great purpose being to create a love for physical work so that the habit of exercise may be retained through life.

Our normal-school girls need special help and strength if they are to become teachers. They should know what the human body is like and the function of the different parts. They should know how to exercise every muscle. They should know what are the proper and improper things to put in the stomach, how the lungs work, and the necessity for pure air in the making of pure blood. With this in view one or more lectures on “Anatomy and the Science of Hygiene” from an expert woman physician will be planned for the coming year.

POLITICAL ECONOMY AND CIVIL GOVERNMENT.

Third-year class.—These subjects together make a full course, each requiring a half-year's work.

The class uses Gen. F. A. Walker's book as a guide in the former subject, and supplements the text with outside reading. The recitation periods are largely devoted to the discussion of the principles of the science and their practical application. The work of the last few weeks consisted of prepared debates upon the most prominent, economic, and political questions of the day.

Prof. John Fiske's Civil Government in the United States was followed for the historical development of our local, State, and national governments, whose natural interdependence was also carefully shown.

Much attention was also given to the actual working of our several systems of government.

The subject is optional. Time, four hours per week.

ZOOLOGY.

With the first-year classes the same general plan of work has been followed as heretofore; two hours per week for half a year are spent on the subject. The text-book, Packard's *Elementary Zoology*, has been used mainly as a reference book or as a guide in the study of animal types in the laboratory. Each student has been required to keep a notebook embodying the results of the laboratory work and such home work as it has been possible to assign.

- In the second year an opportunity has been given for more advanced work by making zoology an elective major study. The class has been small, but the students have been enthusiastic and the work done has been most satisfactory. In this class no text-book has been used, the whole time (five hours per week), being devoted to laboratory work with some standard laboratory manual as a guide.

During the latter part of the year considerable time has been devoted to the collection and identification of our common animals. Frequent excursions into the neighboring country have been made and from the material collected instruction has been given in the best methods of preserving specimens for study and exhibition. Home work has been frequently assigned and the students have been required to keep a notebook containing descriptions and carefully prepared drawings of the different types studied.

In the fourth year an opportunity was given to the candidates for the Normal School to take a systematic course in zoology. Fourteen young ladies entered the class. Here, as in the other classes, as much time as possible has been devoted to laboratory work. Boyer's *Elementary Biology* has been used as a guide in the study of various animal types. Each student has been required to keep a neat and carefully written notebook containing drawings and diagrams of her dissections and full description of each step in the proceedings. From time to time home work has been given, which has demanded careful reading in various standard works in natural history.

The High School museum has now been transferred to its new quarters, and the collection will be more available. Sufficient specimens have now been accumulated to illustrate tolerably well the various branches of the animal kingdom. A small collection of fishes made last summer by the instructor along the Atlantic Coast has been kindly donated to the school by the Fish Commission, and from the students a number of interesting specimens have been received.

In the Western School no provision was made for instruction in zoology, but the instructor of botany gave the fourth-year pupils electing botany one-quarter of four hours per week in this subject.

The text-book used was Packard's Elementary Zoology, with Boyer's Elementary Biology as a laboratory guide.

LIBRARY.

The library was opened and instructions given to first-year pupils during the first week of October.

As a laboratory for English and history preparation the library is deficient in the duplication of many standard works constantly called for by the pupils and teachers.

A few volumes to supplement the newly added course on the French revolution, a few works on American history, and about twelve standard magazines, purchased with the proceeds of a "lunch," were the only additions to the library stock. The number and earnestness of the pupils who use the library, and the value of its use in the acquirement of reading and investigating habits, forcibly commend a more liberal policy in its support.

BUSINESS SCHOOL STUDIES.

BUSINESS ARITHMETIC.

First-year class.—Number of pupils, 332.

Several new subjects were considered, but the order and general treatment of arithmetic work were practically the same as in the preceding year.

The recitation periods of the first two weeks were devoted principally to a review, through mental exercises and work at the board, of ground previously covered. Notation and accurate and rapid work in addition, subtraction, multiplication and division of whole numbers, decimals and fractions, were subjects especially considered.

The applications of percentage were divided, as usual, into two classes—those in which percentage alone is involved, and those in which time appears as a factor.

Under the first class were completed during the—

First quarter.—Percentage, profit and loss, trade discount, marking goods, commission and brokerage, stocks and bonds.

Second quarter.—Custom-house business, taxes, insurance (fire, marine, and life), bankruptcy. Under the second class were completed interest, simple, annual, accurate, and compound.

Third quarter.—Partial payments, United States and mercantile rules, present worth and true discount, commercial paper, banks and banking, savings banks, domestic and foreign exchange, arbitration (theory).

Fourth quarter.—Ratio and simple proportion, general average (theory), storage, equation of payments, averaging of accounts, account sales, cash balance, partnership, square root, and in mensuration the triangle.

During the last two weeks miscellaneous examples were given, covering the work of the entire year. In each quarter several hours were devoted to written lessons and to examinations in the subjects considered, while every opportunity was taken for review, principally by means of mental exercises. In the last two quarters, at the beginning of a recitation, a few moments were frequently spent in exercises in rapid calculations, only such rules being considered as could be instantly and clearly comprehended.

On taking up a new subject pupils were required to show clearly the relation between it and subjects already considered, and then, through inductive exercises and mental examples, to derive, logically, the underlying principles on which the solution of a problem depends. In the recitations, as a rule, statements of problems only were required, except where special difficulty had been encountered in the written exercises assigned for work outside of class. The aim, at all times, was to secure accuracy and clearness of expression, and to deal with each subject from the standpoint of practical business methods.

Second-year class.—Number of pupils, 140.

The second-year work in this subject was confined to a review of the work done the previous year, one hour a week being assigned for this purpose. Special stress was laid upon the business applications of arithmetic.

BOOKKEEPING.

First-year class.—Number of pupils, 330.

After a preliminary training in ruling and arrangement, pupils were thoroughly drilled in journalizing, both orally and by written exercises gradually increasing in complexity. In the second quarter, the exercises in Robertson's text-book were used as a basis for class-room book-keeping, pupils being required to construct daybook entries and afterwards to journalize them, to open a ledger, to compute losses and gains, and to apportion them among partners. When the pupils had become sufficiently familiar with this elementary work, the exercises were varied by introducing the drawing of business forms in connection with the routine work. Each section had its own bank and officers, and pupils were required to execute in proper form notes, drafts, checks, bonds, certificates of stock, and other papers used in business. For this purpose a number of blank forms suitable for use in the District were carefully prepared by the teacher. Throughout the course such practice was supplemented by oral recitations and quizzes, elucidating the more difficult principles and practices.

Second-year class.—Number of pupils, 130.

The second-year instruction was a continuation of the double-entry practice of the first year, the practical exercises in the text-book being completed during the first and second quarters. Students were thoroughly drilled in difficult journal entries, deranged ledgers were rectified, and an administrator's set was worked. In addition, the

teacher frequently placed before the students problems which he had met in his own experience as bookkeeper, thus making the course businesslike in character.

SHORTHAND.

First-year class.—Number of pupils, 325.

During the first three quarters the classes were instructed from Barnes's Shorthand Manual, the method of teaching used in this book being followed in nearly all respects.

Great attention was paid to accurate work, the pupils from the first being required to make small, light, and well-formed outlines. As an incentive to the study of word-signs a series of word-sign matches were held at the end of the third quarter in each of the first-year sections, the successful pupils in these matches entering a final contest. This plan proved to be beneficial, as the competition stimulated pupils to study.

During the fourth quarter a short story was practiced, no effort being made to get rapid writing, but great care being taken to obtain perfect characters. For the first five chapters, outlines for the difficult words and phrases were put on the board by the pupils before the dictation began, but the remainder of the chapters were dictated without previous preparation. After the dictation was taken by the pupils, they were required to read back their notes, to correct carefully their errors from a copy put on the board, and to write the story in their notebooks. They were then required to make a typewritten transcription under the supervision of the typewriting teacher. This story was used for home practice, the pupils being encouraged to write it many times.

Second-year class.—Number of pupils, 140.

The first-year class having fully covered the theory of shorthand, the second year began with a brief review, followed by a month's drill in word-signs selected from the Reporter's Companion. The remainder of the year was occupied by practice on matter which was read by the teacher. Care was taken to select matter for dictation which should possess intrinsic value. Thus, parliamentary rules were taught by dictating and transcribing a record of a series of meetings, which was prepared to exhibit the method of procedure in a deliberative body, each member being impersonated by some pupil, who was required to read his notes as if he were actually taking part in the proceedings. Leases, deeds of trust, and declarations at law were also dictated, the teacher explaining the nature of the document and its use and typewritten form before requiring the class to write it. It was found desirable thus to coordinate this subject with commercial law, insuring a knowledge of the meaning of the forms which were placed before pupils. As in previous years, the endeavor was made chiefly to secure thoroughness and accuracy, although sufficient speed was attained for ordinary office purposes.

COMMERCIAL GEOGRAPHY.

Second-year class.—Number of pupils, 125.

The general plan of the work in commercial geography was that followed by Tilden's text book, but the information contained in this book was largely supplemented by the teacher from other sources, such as census and consular reports. Pupils were encouraged to original effort and were required to investigate topics with no other help from the teacher than suggestions relating to the sources of information. They were required to explain the changes which have lately taken place in the commerce of the world, thus developing their reasoning faculties and their powers of comparison and selection.

While the absolute knowledge acquired in the study of this subject is of undoubted advantage, its chief claim to consideration is perhaps its educational value.

COMMERCIAL LAW.

Second-year class.—Number of pupils, 140.

The object of this course is to give a knowledge of the legal effect of business forms and to enable the students properly to draw business papers. The course consisted chiefly of the study of the law of contracts, including commercial paper, agency, insurance, partnership, common carriers, and sales, while some time was devoted to the business law relating to real property. Throughout the course the ordinary didactic instruction of the book was supplemented by abundant practice in drawing papers.

MECHANICAL DRAWING.

First-year class.—Number of pupils, 32.

The work in the first-year course in mechanical drawing was largely architectural. A major part of the time was devoted to developing a series of floor plans for an ordinary dwelling. Besides these a few projections of geometric solids and simple exercises in mechanical perspective were worked out. The free-hand work consisted of charcoal studies in light and shade of groups of geometrical solids, and of simple casts.

Second-year class.—Number of pupils, 11.

The second-year work was chiefly machine drafting, including orthographic and isometric views. These were in all cases taken directly from the machines themselves. In some instances tracings were prepared by the pupils from their own drawings and blue prints were made. Some time was devoted to mechanical perspective. The free-hand work included shaded sketches in pencil and in pen and ink of corners of the room, towers visible from the school windows, and other architectural details.

PENMANSHIP.

As a separate subject penmanship was taught one hour a week to each first-year section, the endeavor being made to obtain a good position of the body and a free motion of the arm and fingers. The most

effective method of improving the penmanship of pupils was found to be to exact legible and neat writing in all exercises. Although the results in this department can be improved, most of its students write legibly and with a fair degree of facility.

SPELLING.

First-year class.—Number of pupils, 335.

As a separate subject spelling was taught one hour a week to each first-year section. The plan of the preceding year was followed during the first three quarters, the method being to improve by eliminating misspelled words from the ordinary vocabularies of the pupils rather than to teach the spelling of new words.

Words, selected from text-books and from lists of words misspelled throughout the school, were assigned at every alternate recitation. These words the pupils placed in notebooks, together with the name of the part or parts of speech and a good definition. The pupils were required to write the most difficult words of the list in their spelling blanks from dictation. Correction followed immediately and all misspelled words were rewritten at the bottom of the page. In this work the endeavor was to secure clearness in pronunciation and enunciation, and in spelling words for correction stress was laid upon having them divided correctly into syllables.

During the fourth quarter the experiment was tried of using Burke's Speech on Conciliation with the American Colonies as a text-book, a lesson being assigned at each recitation. The pupils were required to read the speech clearly and with expression, to spell each word in the lesson with accuracy, to define exactly both Burke's especial meanings and the ordinary use of the words, and to use correctly in a sentence any word of the lesson. This work had the desired effect of improving the power of observation, upon which spelling almost entirely depends; it also benefited the pupils by improving their pronunciation, and aided them to recite in a clear and direct manner.

TYPEWRITING.

First-year class.—Number of pupils, 235.

The instruction in this department was practically the same as that of last year. Pupils were at first made familiar with the parts of the machine and their uses, after which they were drilled in finger exercises for one quarter. After the pupils had attained some facility in fingering they were required to copy common words and simple sentences until the fourth quarter, when a short story, dictated by the shorthand teacher, was transcribed.

Second-year class.—Number of pupils, 140.

The second-year work consisted almost entirely of the transcription of shorthand notes, care being taken here, as in shorthand, to place before the pupils the best models. Students were required to make

duplicate copies by means of carbon paper and the letter press, and were instructed in the ordinary routine of an office as well as circumstances would permit.

GENERAL.

The military drill for boys was conducted as in previous years, about eighty pupils forming Companies E and I of the High School Regiment. The calisthenic drill, under the direction of Mrs. Walton, has had a beneficial effect in training girls in correct habits of carriage and dress. Two debating clubs, one composed of boys and the other of girls, have held weekly meetings throughout the year, and a Civic Center Association has met every two weeks of the latter part of the term. The library was increased by a number of magazines and periodicals, purchased with the proceeds of a lunch given at Christmas.

AWARD OF SCHOLARSHIPS.

There are within the gift of the Washington High School a number of scholarships, each affording the recipient a course of instruction in one of the higher institutions of learning. Some of these give an opportunity for a full college training; others entitle the holder to a course of professional study in medicine or dentistry.

It is only fair to state that while every graduate might compete for these scholarships, only a small portion of the class make application. The award is then made in the following manner:

1. Six scholarships in Columbian University, of this city, are assigned upon competitive examination given by the university.

2. All others are entirely within the control of the school, and are awarded as follows:

- (1) In case all of the applicants are from one of the high schools the assignment is made to the applicant having the highest school record.

- (2) In case there are applicants from two or more schools the award is made upon the double basis of the school record and an examination upon school studies not announced until the hour for examination begins, the record being given 75 per cent of a possible 100 and the examination 25 per cent.

Under the above regulations the several scholarships were awarded as follows:

The Columbian University scholarships, S. M. Bouton, Eastern High School; W. M. Shuster, C. G. Storm, Miss M. C. McKelden, Miss E. M. McKelden, and W. W. Underwood, of the Central School.

The Kendal scholarship in Columbian University, Mr. George W. Gordon, Central High School.

The King scholarship in Dickinson College, Carlisle, Pa., Miss Isabell Byrn, of the Eastern High School.

The Woman's College scholarship in the Woman's College, Baltimore, Md., Miss Bessie Yoder, Eastern High School.

The National Medical scholarship in the National University, Miss E. L. Maddren, Central High School.

The National Dental scholarship in the National University, not assigned.

The Georgetown Medical scholarship in the Georgetown University, Mr. R. R. Riordon, Eastern High School.

LECTURES AND ENTERTAINMENTS.

EASTERN HIGH SCHOOL.

During the year the school was favored with a number of addresses by prominent persons upon themes of vital interest to the school. On February 19 Miss Belle Kearney, of Mississippi, addressed the school upon the importance of abstinence from stimulants and narcotics. Her address was thoroughly appreciated by the pupils, and doubtless was productive of good.

On March 29 Prof. A. J. Huntington, of Columbian University, delivered an address on Greece and the Greek language.

On April 4 Dr. John M. Gregory gave a most interesting lecture to the school on the Battle of Marathon.

On April 11 Prof. A. P. Montague, of Columbian University, favored the advanced classes in Latin with a paper on Virgil and his work.

On June 5 the school enjoyed a treat in hearing a brief violin recital by Miss Maude Powell. Mrs. Ernst Lent served as accompanist.

To all these persons the thanks of the school are due for their valuable services as well as for the cordial interest shown by their visits.

On two different occasions during the year candy sales were given by the young ladies of the school to provide necessary equipment for laboratories and for gymnasium apparatus. A considerable amount of provisions, which was left over, was sent as a donation to the Central Union Mission.

On May 17 an evening lecture, illustrated with stereoptican views, was given by Mr. John P. Clum on the Wonderland of America. It was successful, both from a financial point of view and in acquainting the pupils and their friends with the beauties of the western portion of the United States.

On December 9 a pronunciation match was held, in which representatives of the different sections participated.

A special effort was made during the year to secure funds for the increase of the library. The plan was, in brief, that each pupil of the school should earn a dollar. This plan was presented to the school on January 17 by representatives of different classes, under the direction of the librarian, Miss Gardner, with the cooperation of a committee of teachers consisting of Mr. Gerry and Mr. Wilson. To illustrate the various capabilities and wide range of culture of the school,

addresses appealing to the pupils for aid were made by pupils in English, Latin, Greek, German, and French. Badges were distributed to all those who enlisted in the effort. About a month later a jubilee was held at the close of school, when a program was presented, consisting of essays setting forth the methods pursued in earning the dollars. The full returns showed that nearly \$350 had been raised by this effort. In consequence of this plan and its great success the library has been far more useful than it could otherwise have been. The need of the school in the matter of a working library for reference and for enlargement of the range of work in the several literary subjects pursued in the school is still utterly inadequate. The withdrawal of the aid given from the contingent fund in former years has been a very serious backset to the usefulness of the library. It is therefore earnestly urged that attention be given to this peculiar need of the school, which is less favored in this respect than either of the other high schools, with a view to placing it in the matter of library facilities upon an equality with the other branches of the high school.

MILITARY DRILL.

Nine companies of cadets, forming a regiment, were organized at the beginning of the school term. The Central School had four companies, the Eastern two, the Western one, and the Business two.

The competitive company drill was held this year at the National Baseball Park, Seventh and Boundary streets. The drill occupied two days, the first battalion drilling on May 23, and the second battalion on May 24. Company H, of the first battalion, was determined the "prize" company, and was honored with the prize flag and ribbons at the close of the drill.

As an incentive to earnest effort on the part of the various captains of companies, early in the present year Capt. Allison Nailor, of the Washington Light Infantry, presented a valuable gold medal to the regiment, which is the property of the school and is to be awarded each year to the captain of the prize company, to be worn by that officer until the end of the school term.

Captain Nailor's letter of presentation is given in full.

WASHINGTON, D. C., *December 6, 1894.*

DEAR SIR: Having for years past observed with the greatest interest the military education forming part of the curriculum of our Washington High School, which, I am proud to say, has reached such a state of perfection as to challenge the admiration of the country, and wishing to manifest my appreciation in some substantial form, I take pleasure in presenting to the High School of the city of Washington a gold medal, set in diamonds, to remain the property of said school forever, with the following conditions, viz:

When, at the termination of each scholastic year, the prize flag shall have been adjudged to the most proficient company of the High School regiment, the officer then commanding said company shall be publicly decorated with the medal. He shall wear the same until the end of the school year, when it is to be returned to

your custody, or that of your successors in office, to be again competed for at each successive year following.

If, in your judgment, the interests of the school will be further promoted by permitting the young ladies and gentlemen students now on the rolls of the High School to compete for designs for the proposed medal, I shall be gratified to present to the student offering the best and most artistic design, whether finally accepted or not, the sum of \$10, as a slight token of my appreciation of the efforts bestowed upon the object I have in view.

With the best wishes for the future success of the Washington High School, permit me to subscribe myself as

Your friend and servant,

ALLISON NAILOR.

Dr. F. R. LANE,

Principal Washington High School, Washington, D. C.

The upper portion of the medal is composed of two crossed rifles of gold, under which is a spread eagle. Under this is a heavy gold bar with the words, inconspicuously displayed, "Allison Nailor Prize Medal." Wrought artistically in this device are two American ensigns, in which the stars are represented by small, well-cut diamonds, and the blue field and stripes by tricolored enamel. Under this is suspended the medal, a five-pointed star of white enamel, with a rare diamond at each point. In the center of the star is the deftly worked monogram "H. S. C." Under the star is the date line. Altogether it is the handsomest medal in the soldiery of the District.

During the present year the setting-up drill has been made a prominent feature of the military work, nearly one hour of each drill day being devoted exclusively to these exercises. The result is encouraging; there is no doubt that the physique of the cadets has been much improved by the added importance given to this branch of the drill.

CONCLUSION.

In conclusion, the principals of the branch schools, Miss Westcott, Mr. Sites, Mr. Davis, and myself, wish to express our appreciation of the many kindnesses of the superintendent, and of the numerous courtesies shown the school and to us by Mr. J. J. Darlington, chairman of the Normal and High Schools committee, and his associates, Mr. J. J. Whelpley, Mr. J. H. Wilson, and Mrs. Stowell.

Very respectfully,

F. R. LANE.

JUNE 30, 1895.

NORMAL SCHOOL.

WASHINGTON, D. C., *June 30, 1895.*

DEAR SIR: I have the honor to submit herewith the report of the Washington Normal School for the year ending June 30, 1895:

A detailed account of the present year seems unnecessary and futile since there has been no change in the general purpose and organization of the school. These have been given with considerable elaboration in

preceding years. The changes that may be noted are those which arise from larger experience and longer study on the part of those having the Normal School in their immediate charge.

As hitherto, there existed both professional and practice departments under the instruction and direction of the principal, assisted by the method and practice teachers. The work of the school advanced along these two lines. The time devoted to professional study was given first to a thorough review of the subjects taught in the grades of the public schools. After this review or study, wherever the conditions demanded it, each subject was gathered into a logical unit made up of parts whose relations to one another, as well as the relations of each to the whole, were determined by analytical study. This work with each subject was followed by a study of children, in order to establish a practical psychological basis for the building up of theories concerning the best means of giving to these children both training and culture. The pupil-teachers were then required to grade the work of each subject, using their recently acquired knowledge of the child mind as a guide. Methods were then given, usually by means of lessons, with the analysis and criticism of these. A few pedagogical works were read by the class. These were analyzed and discussed in the light of the observations and experiences of the pupil-teachers during the year.

The practice department consisted of ten schools—from the first to the fourth grade, inclusive. The subjects were those taught in the corresponding grades of other city schools. The pupil-teachers added practical power to their professional training by teaching the schools of the practice department. Each served in short terms, during which time she was made responsible for the progress of the school under her care. The teachers of the normal school, by illustrative lessons, by observation and criticism, and by discussion of plans of work sought to contribute faithfully and wisely to the intelligence and skill of the pupil-teachers. The work often brought serious problems, but the generally good character of the results, as shown in the efficiency of the pupil-teachers and the proficiency of the pupils of the practice department, indicates that these problems were in the main satisfactorily solved.

The amount to be accomplished by the pupil-teachers in this particular year, and the change in the nature of their work during this time when heavy responsibilities must be assumed, when maturity of thought and action are demanded, ask for a longer course of training in the Normal School. Two years for this, instead of one, would immeasurably facilitate the work in the primary grades of the city schools by bringing to a greater state of efficiency powers that seem to be only partially awakened by one year in this department.

Of the 52 pupils who were received from the high school for professional training 49 were graduated. The graduating exercises were held according to custom in the normal class room of the Franklin

building. These, conducted by the superintendent of public schools, Hon. W. B. Powell, consisted of addresses by Dr. F. R. Lane and Mr. W. B. Patterson, with music by the graduating class, under the direction of Miss Alys E. Bentley. Besides the immediate friends of the pupils there was present a fair representation of the official friends of the school. Mr. J. W. Whelpley, Mr. Blanche K. Bruce, Mrs. L. R. Stowell, and Mrs. M. C. Terrell, members of the board of education, added much to the enjoyment of the day. Mr. J. W. Whelpley, president of the board of education, gave the diplomas. The crowded condition of the room upon this day suggests arrangements by which greater personal comfort may be secured and more room given for the accommodation of a greater number of the friends of the pupils to participate in the general happiness at this culmination of the arduous labors of the year.

In conclusion, I wish to express my appreciation and gratitude for every advantage, whether of material aid or encouragement and sympathy, given to our school by the superintendent and the members of the board of education.

Very respectfully,

IDA GILBERT MYERS,
Principal.

Hon. W. B. POWELL,
Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., *June 30, 1895.*

DEAR SIR: The work for this department for the year 1894-95 was opened by a series of teachers' meetings for fifth, sixth, seventh, and eighth grades. These were held for the purpose of presenting to the teachers methods of teaching construction to the end that the pupils might be strong in the ability to read and make working drawings. Twelve such meetings were held, two in each of the six divisions, one to the fifth and sixth grades, and one to the seventh and eighth grades. Each of these meetings was immediately followed by a lesson given by a special drawing teacher, practically illustrating the ideas presented at the first meeting, making twenty-four meetings in all devoted to this subject. The result was a better understanding of the subject and during the course the attainment of more uniformly good results.

Representation was the next subject considered in teachers' meetings. Unusual attention was given this subject the previous year. The results of the course pursued in accordance with the recommendations given at that time were so satisfactory that one series of meetings this year was deemed sufficient, six in the three higher grades, six for the fifth, and three for the fourth, fifteen in all. Four meetings

were held for the mixed schools in the county. The teachers of the graded schools of the county attend the city meetings.

The erection of new buildings in the county, thus increasing the number of graded schools, is gradually eliminating the necessity of a course in drawing for mixed schools. No special meetings were held for the three lower grades, the monthly meetings held by the director of work in these grades affording opportunities for suggestions by the director of drawing.

A third series of meetings had relation to the use that may be made of the skill acquired in clay modeling in leading pupils to an appreciation of fine art forms and in encouraging creative power in this direction.

The pupils in our schools learn not only to handle clay, they are led through the drawing and modeling of plant forms from nature to observe and appreciate the laws of growth. No one realizing this influence upon the external form and the life given to expression when this is recognized can look through the piles of drawings to be found in any of our schools without seeing that in spite of many individual failures there is evidenced in them this appreciation by the pupils as a result of special attention given to the subject. This realization is a preparation for seeing in the art form the qualities that give to it strength and beauty. Telling the pupil that certain laws underlie all forms of art expression and that these laws are derived from nature is not enough.

With this thought of a certain amount of preparation already attained a short course in decorative art connected with clay modeling was presented to the teachers. The following is a brief outline:

Taking the universal law of radiation as a basis, the fifth grades, while drawing and modeling leaves from nature, study direction and curvature of veins as they branch from the midrib. They are shown casts and shaded drawings of ornaments from leaves where this radiation is emphasized, are asked to look for similar examples of architectural ornament to be found on buildings in the streets of Washington as a preparation for the modeling of an ornamental treatment of a natural leaf.

The sixth grades study the law as manifested in flowers, study the expression of it in rosettes, casts and drawings of which are shown, observe examples in buildings, model rosettes, taking the natural flower as a motive.

The seventh grades take branches or a flower with its leaves as a motive.

The eighth grades take entire plants of radical growth, as bulbous plants, ferns, and palms for study. They also take the vine and pliable branches as used in ornamental scrolls, studying and designing as before described.

More or less of this work has always been done in connection with clay modeling. The plan above mentioned was only a more determined effort under circumstances that seem to promise valuable results, for

successful creative work of this kind in these grades depends on four conditions: First, previous practice in drawing and modeling; second, on the presence in the schoolroom of suitable casts and good shaded studies of ornament; third, on the training of the perceptive powers of the child throughout his general course of study; and fourth, on a teacher experienced in the work. These conditions are largely fulfilled in our schools now, and I believe that very much may be accomplished in the future toward a cultivation of creative power.

COLORS IN PRIMARY GRADES.

The cultivation of the perception of color through the use of colored paper has been quite thorough for several years, but the more that is accomplished in this direction the greater seems the necessity for some form of color expression with a supply of adequate material.

Colors were supplied to thirty-five teachers willing and competent to teach the subject. The results were satisfactory so far as time in which to do the work was available, but as it was given to only a portion of the school no place could be assigned to it in the already crowded programmes, causing it to fall short in some of the schools of the results desired.

The coming year it is expected that material will be provided for the first three grades and that expression in both form and color will be included in the child's training from the first year of his school life.

NORMAL SCHOOL.

The excellence of the work accomplished by the pupils of the Normal School was very marked at the close of last year's session.

It is but justice to say that this was largely due to the interest taken in the work by the principal and her assistants, to their kindness in seeing that pupils were not withdrawn from the drawing classes for other work, and to their insistence that the illustrative skill acquired should be used in the preparation and the giving of the lessons required from pupil teachers. It is to be hoped that this interest will continue that the teachers of future years may be equally well equipped for this important part of their work, doubly important because it is not for the teaching of drawing alone, but for the aid it gives in the adequate presentation of other subjects.

I respectfully submit the above as an imperfect record of the most salient features of the past year's work.

S. E. W. FULLER,
Director of Drawing.

W. B. POWELL, *Superintendent.*

MANUAL TRAINING REPORT.

WASHINGTON, D. C., *June 30, 1895.*

DEAR SIR: Elsewhere I present figures showing the distribution of the boys in the various shops and the cost of maintaining these shops. As a further report upon the work of the closing year, and upon the outlook for the future, I submit the following:

The plan which last year introduced the manual training exercises into the regular drawing of grades seven and eight, the drawings produced being afterwards used by the boys in the shops, was continued, but with better results. Some further improvements are desirable, which added experience of the regular and special teachers will doubtless bring about. The idea is believed to be a good one, and every effort will be made to prove its practicability.

In grades seven and eight greater smoothness and certainty marked the progress of the year's work in both instruction and execution. Many points very necessary to the success of the work, but of relatively minor importance, are now becoming matters of routine. Therefore more attention and effort can be centered where most needed, viz, upon the instruction. The quality of this has much improved in the last few years, and may now be said to be, for the most part, highly commendable. When it is considered that the instructors were not men especially trained as teachers, that they came upon a field not only new to them but practically untried by others, the results already visible speak well for the application and general fitness of the corps. The whole question of instruction has ever been treated as a problem always solving, never solved. The unbiased attitude of the men toward all theories and methods of instruction has tended to surround the study of the subject with a natural, healthy atmosphere. There was no prejudice in the way of the reception of every lesson which experience taught. Thus have the important things become recognized and accepted. A correct appreciation of manual training, its position, relation, and aims, has resulted.

In the high school the technical course was auspiciously inaugurated. There was a larger enrollment than was expected. The boys were divided as follows: First year, 28; second year, 25. These second-year boys were those who had elected the manual work for six hours a week last year, as indicated in my report for that year.

It is believed that, as the new course advances in force through the third and fourth years, it need not be any less broad in its scope than other modern courses for general culture. Statistics show that, within reasonable limits, the time given to manual training need not cause the elimination of any other study or lower the scholarship of the students. It is introduced into the curriculum as a broadening element, and if, in the time allotted, it has the opposite effect, less time should be given it. As the technical course becomes better fitted into the organization of

the Central School, there should be found no cause for criticising it upon this point. Its aim is to train boys more broadly, to point them to as high and quite as useful careers. Where such courses have been longer established elsewhere they are doing this. Washington can do as much if the opportunity be given.

As the existence of this course becomes more generally known, students will probably come to the Central, from distant parts of the city, to benefit by it. Thus there will be given to the very considerable nucleus now existing such growth that it will be but necessary to step from the old into a suitable new building to continue as a well-developed technical high school. This change to a new building can be made in the near future, but not until adequate accommodations are secured should it be attempted. The results already reached, those possible with proper facilities as shown by the achievements in other cities, and, finally, the unique position of Washington—all these demand that the best-known means be provided. To say that the work here represents the best of the kind anywhere is but to repeat the statement of careful investigators. No effort should be spared to keep that statement true.

For the inspiration of your active interest in every important detail of my work, I wish to make due acknowledgment.

Yours, respectfully,

J. A. CHAMBERLAIN.

Supt. W. B. POWELL.

PHYSICAL TRAINING.

WASHINGTON, D. C., *June 30, 1895.*

DEAR SIR: I present herewith my report for the year ending June 30, 1895:

The aims and purposes of school gymnastics, as we have interpreted and applied them to our Washington school system, have been so fully set forth in previous reports that a repetition seems unnecessary. Their value as a means of education, fitting into the other work of the school, has been previously discussed. A great truth we must bear in mind is that physical education, like all education, is a training of the nervous system and bears a direct relation to mind in that all mental action is dependent on the nervous structure and its blood supply.

One view of the subject, however, I venture to present which may serve to emphasize its importance as a coordinate branch of instruction. With the new education—teaching by observation and experiment—has come a training of the organs, by which knowledge is first acquired. This implies a training of the muscles and nerve centers of hand and eye, which are concerned in perception. Those of the trunk and legs receive little or no attention. Manual training, drawing, sew-

ing, and much of kindergarten work call upon the higher nerve centers for their execution. How important it is that the lower, fundamental nerve centers of trunk and legs, upon whose healthful action the former depends, be so strengthened as to form a good basis for the operation of the higher nerve centers. There is no doubt that by means of gymnastics, exercising specially the trunk and legs, the higher activities are assisted as well as the fuller development of the child secured.

GRADING.

Owing to the development of power in all the classes a closer grading than ever before attempted marked the year's work. When gymnastics were introduced into the schools only three grades or divisions of the work according to the ability of the pupils at that time were considered necessary. After two years, as the children gained in power, four divisions were made, more difficult exercises being introduced into the higher classes, while others were transferred to lower grade schools. This year five grades of gymnastics, adapted to the age of children and corresponding with their different degrees of bodily development, have been instituted. Thus has the work steadily grown and enlarged year by year, giving greater variety in movements, adapting itself to the powers of the child who has outgrown the exercises given in corresponding grades of previous years, and is now settling into a thoroughly graded course which will form a basis for all future efforts.

Any system of exercises, like any method of instruction, is merely tentative. It is one step in the great trend of progress. If we would profit by the late discoveries and results of scientific investigation in the domain of physiology and psychology, our course of study must be elastic and capable of change whenever demanded. We must be broad enough to accept these teachings as the best, according to our present knowledge, and base our methods and work upon such. It has been our endeavor to keep pace with the wonderful advance made in these subjects in late years, and whenever possible make a practical application of the knowledge gained.

WANDS AND DUMB-BELLS.

At an expense of \$1,200 all eighth-grade rooms were furnished with dumb-bells and all seventh-grade rooms with wands. The introduction of wands and bells into the schoolroom was greatly a matter of experiment, the success of which has amply justified the expenditure. These new exercises were taken up with an ease which would have been impossible without the previous years of gymnastic training in precision and economy of movement. By means of them greater variety has been given to the work as a whole, the interest in those grades has been increased, and a closer grading of the entire course, than ever before attempted, has been made possible. We propose to limit all exercises

with wands to the seventh year of school and all with bells to the eighth year. Pupils in the lower grades feel they are working up to something higher. Their exercises lead up to the proper handling of such light apparatus. Work with wands and bells is greatly limited by the comparatively small amount of space between desks, yet enough can be given to secure systematic training for one year. As in the free movements, the plan of having distinct hygienic exercises is followed in the use of wands and bells. Movements are not given merely because they look pretty or are easy, but because they have a definite hygienic or educative purpose.

INDIVIDUAL WORK.

Now that teachers are becoming adept in handling classes as a mass, greater attention is being paid to the individual child. By means of signals and commands the teacher is able to keep the whole class at work and, at the same time, quietly give such individual criticism as may be necessary. In this way each child knows his special error in execution and profits thereby. It has been our method to avoid touching a pupil, thereby giving physical help, but rather to train the child to depend upon himself for the correct performance of the exercise.

Teachers have been urged in special meetings to study their children as individuals, to know their special physical defects, and to strive to correct those defects. A careful study of the natural and acquired movements of children, by close and accurate observers, opens up a large field of information in regard to their mental as well as physical condition. There is no doubt that "child study" is destined to play an important part in determining educational methods of the future.

SUPERVISION.

The usual programme of one visit from the special instructor in about twenty school days was faithfully followed, giving with regularity the advantages of instruction from a specialist. A report of such visits and of the results observed in the schoolroom is made weekly to the director. At these meetings a discussion is held concerning ways and means best calculated to improve the teaching and further the interests of this department.

As the result of such conferences, the cooperation of the supervising principals, and extra visits made by the director wherever necessary a steady gain has been made in the teaching of gymnastics throughout the city.

At the close of this year a special report was made to all the supervising principals showing the average work of each teacher during the year. Those teachers whose work fell below the average will be specially looked after next year in the hope that the cause of failure may be removed. It is always the effort on the part of the director to strengthen weak teachers, thereby building up the work as a whole.

NORMAL CLASS.

Realizing that no surer means of securing intelligent work from the great body of teachers in the future can be had than that of good instruction in the normal school, every effort was made in that direction. The course consisted of a study of the aims, purposes, and benefits of school gymnastics as a means of health, mental training, and general culture; a practical knowledge of the exercises taught and methods of teaching the same; the observation of model lessons given by the director to pupils in the practice school, and criticism of special lessons given by the students. Some work with the voice was attempted, the aim being to make the members of the class conscious of their own defects, to the end that as teachers they may set an example of good tones in the schoolroom.

For as thorough a study as the importance of this subject demands too little time is allowed. One hour a week is all that can be spared from the crowded programme of the normal school. I would add my plea to that of others interested in the best workings of our normal department, that the course be extended to two years, thereby adding to the efficiency of the school.

SEATING OF PUPILS.

More time and attention than ever before have been devoted to fitting pupils with desks and seats adapted to their size. At the beginning of the year supervising principals took the matter in hand, and in so far as was practicable, seats and desks of special sizes were placed in rooms wherever needed, to meet the requirements of pupils unusually small or unusually large for the grade.

One primary school was fitted up entirely with adjustable seats and desks. The seats are adjusted to the height of the knees, so that the feet can be placed flat on the floor. The desks are adjusted to the height of the body while sitting, so that the forearms can rest on the desk during writing without bending over or raising the shoulders. This sitting height varies greatly in individuals who have the same height when standing, due to a lack of proportion between length of leg and length of body. This nice adjustment of seat and desk to the child, fitting him with as much care as one would fit his coat, adding to his comfort, obviating the necessity of assuming cramped, abnormal positions specially harmful at the growing period, should be found in every schoolroom in the city.

The new Buchanan school, in southeast Washington, to be opened next fall, is the first one supplied with the adjustable furniture. It is to be hoped that others will follow.

CONCLUSION.

It is impossible to test the full measure of success or failure of our efforts. It is in the remote future, with school days long past, that the lasting influence of such work will be felt by the individual child. That the bodies of our children in school are better formed, better carried, and more gracefully used, we have no doubt. We can only compare them with our recollection of the appearance of pupils as we knew them six years ago.

Grateful acknowledgment is due to the assistant instructors, who have faithfully carried on the work.

Thanking you for your generous support in all efforts to advance the work, I am,

Yours respectfully,

REBECCA STONEROAD,

Director of Physical Training in Public Schools.

Mr. W. B. POWELL,

Superintendent of Schools.



SUPERINTENDENT COOK'S REPORT.

BRIEF SCHOOL DIRECTORY.

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

CLERK.

J. W. F. SMITH, Sumner School.

SUPERVISING PRINCIPALS.

Seventh division.....H. P. Montgomery.....Sumner School.
Eighth division A.....W. S. Montgomery.....John F. Cook School.
Eighth division B.....J. H. N. Waring.....Lincoln School.

PRINCIPALS.

High School.....F. L. Cardozo.....High School.
Normal School.....Lucy E. Moten (Miss).....Magruder School.

DIRECTORS.

Music.....H. F. Grant.....1215 W street NW.
Music.....J. T. Layton.....1722 Tenth street NW.
Drawing.....T. W. Hunster.....High School.
Manual training.....J. H. Hill.....Miller School.
Cooking.....Mattie B. Cook (Miss).....Miller School.
Sewing.....Carrie E. Syphax (Miss).....Miner School.
Physical culture.....Hattie B. George (Miss).....619 B street NE.

SUPERINTENDENT COOK'S REPORT.

WASHINGTON, D. C., *September 30, 1895.*

The Board of Trustees of Public Schools of the District of Columbia.

GENTLEMEN: Herewith is presented the report of the schools of the seventh and eighth divisions of the public schools of the District of Columbia, embracing all the colored schools of the city, for the school year ending June 30, 1895. Submitted with this report are the reports of the supervising principals, of the principals of the High and Normal schools, of the directors of drawing, music, and manual training, and of the directresses of sewing, cooking, and physical culture.

Statistics showing the classification of pupils embraced in the enrollment, the number of teachers employed and their classification, the cost of tuition, the cost of supervision, and other information are presented in detail in the following tabulated statement.

The whole number of pupils enrolled was 12,479. They were enrolled as follows:

Normal School.....	26
High School.....	618
Total.....	<u>644</u>
Grammar schools:	
Eighth grade.....	523
Seventh grade.....	718
Sixth grade.....	971
Fifth grade.....	1,227
Total.....	<u>3,439</u>
Primary schools:	
Fourth grade.....	1,516
Third grade.....	1,983
Second grade.....	2,073
First grade.....	2,824
Total.....	<u>8,396</u>
Grand total.....	<u>12,479</u>

The entire number of schools in these two divisions was 235. They were classified as follows:

Normal School.....	1
High School.....	1
Total.....	<u>2</u>

Grammar schools:

Eighth grade.....	10
Seventh grade.....	16
Sixth grade.....	19
Fifth grade.....	22
Total.....	67

Primary schools:

Fourth grade.....	28
Third grade.....	37
Second grade.....	* 42
First grade.....	* 59
Total.....	166
Grand total.....	235

The whole number of teachers employed was 286, of whom 248 were female and 38 male. They were enrolled in grades as follows:

Supervising principals.....	3
Normal school.....	5
High School.....	22
Grammar schools:	
Eighth grade.....	10
Seventh grade.....	16
Sixth grade.....	19
Fifth grade.....	22
Primary schools:	
Fourth grade.....	28
Third grade.....	35
Second grade.....	40
First grade.....	57
Teachers of music.....	3
Teachers of drawing.....	4
Teachers of carpentry.....	5
Teachers of metal working.....	2
Teachers of cookery.....	5
Teachers of sewing.....	7
Teachers of physical culture.....	3
Total.....	286
Teachers graduates of the Washington High and Normal schools.....	173
Teachers graduates of the Washington Normal School only.....	15
Teachers graduates of other normal schools.....	17
Teachers graduates of high schools only.....	26
Teachers graduates of colleges.....	23
Teachers graduates of colleges and normal schools.....	3
Teachers not graduates of any of the above courses.....	36
Teachers counted in more than one course.....	293
Total.....	7
	286

* Two under instruction of assistant teachers in the Normal School.

The cost of schools for supervision and teaching:

Superintendent	\$2,250.00
Clerk	800.00
Messenger	200.00
Supervising principals, 3, at \$2,000 each	6,000.00
Total	9,250.00
Cost per pupil (estimated on the average enrollment, 10,046)	.91

TUITION.

Normal School:	
Principal	\$1,500.00
Two teachers	1,600.00
One teacher	700.00
One teacher	550.00
Total	* 4,350.00
Cost per pupil (estimated on the average enrollment, 25)	50.00
High School:	
Principal	1,800.00
Twenty-one teachers	16,901.90
Total	18,701.90
Cost per pupil (estimated on the average enrollment, 550)	34.00
Grammar schools (10 eighth, 16 seventh, 19 sixth, 22 fifth grade schools) ..	54,150.00
Cost per pupil (estimated on the average enrollment, 2,754)	19.66
Primary schools (28 fourth, 37 third, 42 second, 59 first grade schools) ...	† 82,298.39
Cost per pupil (estimated on the average enrollment, 6,717)	12.74
Special teachers (3 music teachers, 4 drawing teachers, 3 physical culture teachers)	7,427.42
Cost per pupil (estimated on the average enrollment, 10,046)	.73
Teachers of manual training (carpentry, 5; metal working, 2; cookery, 5; sewing, 7)	12,600.00
Cost per pupil (estimated on the average enrollment, 10,046)	1.25
Average cost per pupil for tuition in all the schools (based on the average enrollment, 10,046)	17.87

The following embrace, among other statistics, the average salary per teacher, the total cost of instruction, including supervision, and the amount paid to janitors:

NORMAL SCHOOL.

Number of teachers trained	26
Average attendance	25
Number of teachers employed	5
Average salary	\$870.00

HIGH SCHOOL.

Number of pupils enrolled	618
Average enrollment	550
Average attendance	528
Per cent of attendance	96.0
Average number of tardinesses per month	31.4

* Including the cost of teaching six practice schools, \$3,100.

† To be increased by the cost of teaching five practice schools, \$3,100.

990 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Number of pupils dismissed.....	1
Number of teachers employed.....	22
Average salary paid.....	\$850.08
Cost of tuition per pupil (estimated on the average enrollment).....	\$31.48

GRAMMAR AND PRIMARY SCHOOLS.

Number of pupils enrolled.....	11,835
Average enrollment.....	9,471
Average attendance.....	8,929
Per cent of attendance.....	94.2
Average number of tardinesses per month.....	390.1
Number of pupils dismissed.....	1
Number of cases of corporal punishment.....	44
Number of teachers employed.....	227
Average salary paid.....	\$601.09
Average number of pupils to the teacher (estimated on the average enrollment).....	41.7
Cost of tuition per pupil (estimated on the average enrollment).....	\$14.73
Number of pupils in all schools.....	12,479

SPECIAL TEACHERS.

Drawing.....	4
Music.....	3
Teachers of physical culture.....	3
Average salary paid:	
Drawing.....	\$706.85
Music.....	883.33
Teachers of physical culture.....	650.00
Average cost per pupil for special tuition (estimated on the average enrollment).....	.73

SUMMARY.

Total cost of instruction, including supervision.....	\$188,777.71
Whole number of pupils enrolled.....	12,479
Average enrollment.....	10,046
Average daily attendance.....	9,482
Average cost of instruction, including supervision, estimated on—	
(1) Whole enrollment.....	\$15.12
(2) Average enrollment.....	18.79
(3) Average daily attendance.....	19.90

JANITORS.

Total amount expended.....	\$14,267.09
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ATTENDANCE.

The whole number of pupils enrolled during the year was 12,479. This number was 243 greater than in the previous year. The average number of pupils enrolled was 10,046, and the average number in daily attendance, 9,482. In the former it was 95 and in the latter 170 less than in the school year 1893-94. The decreases in these items, when considered with the increase in the entire enrollment, show that the average length of continued attendance was slightly less than that of the previous year.

The fluctuations in attendance from month to month, largely caused by circumstances beyond the power of control, were somewhat greater than for several years past. The increase was due to these causes: The continued business depression, which has existed during the last two or three years, on account of which there was large lack of steady employment; the prevalence of smallpox and the dread it created during several months of the school year; and, in the means taken through compulsory vaccination to prevent the spread of smallpox, the acceptance, in many instances, of the alternative of removal from school.

In the detailed view presented in the following table the extent of these changes may be better seen.

The following table shows for each month of the school year the number of pupils on the rolls the last day:

[Normal School not included in this table.]

Month.	Pupils on the rolls the last day of each month.					
	Total 1893-94.	High School.	Seventh division.	Eighth division A.	Eighth division B.	Total 1894-95.
September.....	10,448	582	3,547	3,651	2,963	10,743
October.....	10,801	574	3,656	3,711	2,922	10,863
November.....	10,593	564	3,497	3,605	2,733	10,399
December.....	10,273	553	3,458	3,549	2,754	10,314
January.....	10,367	546	3,303	3,350	2,703	9,902
February.....	10,140	544	3,301	3,329	2,635	9,809
March.....	9,800	536	3,299	3,323	2,624	9,782
April.....	9,610	529	3,279	3,232	2,545	9,585
May.....	9,284	525	3,171	3,078	2,466	9,240
June.....	9,161	517	3,109	3,043	2,423	9,092

These fluctuations vary from month to month, as may be seen by the difference between the number on the rolls the last day of any month with that on the last day of the succeeding month. In the difference between the month of largest enrollment and that of least enrollment a fair idea of the extent of changes during the year may be gained. The number of pupils on the rolls the last day of June was 1,771 less than that on the rolls the last day of October. This number embraces many pupils whose attendance during the school year is more or less fitful, as is evidenced in the cases of reentry. It also embraces to a large extent those whose attendance is regular while it lasts, but whose circumstances in life limit it to less or greater portions of the school year. The attendance of this class varies from that of a few weeks to that of most of the school year. The necessity for this partial attendance causes large loss of school opportunity.

As stated in former reports, these numbers are sufficiently large to induce means whereby, without injury to the more permanent attendants, the effect of the loss will be reduced to the minimum. Relief to a greater or less extent would be found in a grading in which the interval between the classes for the completion of the step would be less

than the year interval which now obtains. In the more frequent opportunity for entering upon a prescribed portion of the entire course than the whole year division permits, a large percentage of the pupils indicated by the fluctuations in attendance would be enabled to complete, if not the entire course eventually, certainly more of the course than they now can complete.

In the discouragement removed by the shorter intervals more pupils would also be embraced by the school provision, as many of this class who now under temporary adversity leave, and do not return, would return.

The following table shows the whole number enrolled, the average number enrolled, the average number in daily attendance, each with per cent of increase from year to year during the last ten school years, and the per cent of attendance, based on the average enrollment:

[Normal School not included in this table.]

Year.	Whole number enrolled.	Per cent of increase.	Average number enrolled.	Per cent of increase.	Average daily attendance. ¹	Per cent of increase.	Per cent of attendance.
1885-86.....	10, 138	5.62	8, 191	6.52	7, 756	6.43	94.6
1886-87.....	10, 345	2.04	8, 448	3.13	7, 956	2.57	94.2
1887-88.....	11, 000	6.33	8, 754	3.62	8, 266	3.89	94.4
1888-89.....	11, 130	1.18	9, 049	3.36	8, 549	3.42	94.5
1889-90.....	11, 398	2.40	9, 250	2.22	8, 728	2.09	94.3
1890-91.....	12, 106	6.21	9, 679	4.63	9, 140	4.72	94.4
1891-92.....	12, 253	1.21	9, 915	2.44	9, 363	2.43	94.4
1892-93.....	12, 303	.40	10, 072	1.55	9, 535	1.80	94.6
1893-94.....	12, 207	.....	10, 116	.43	9, 627	.95	95.1
1894-95.....	12, 453	1.97	10, 021	.....	9, 457	.....	94.3

The percentage of attendance for the year was 94.3. This record in percentage of attendance, in spite of the unfavorable circumstances already stated, was excellent, and in full accord with the commendable record embracing a period of fifteen or more years, in any one of which it has not been less than 94.2.

The record for punctuality in attendance as shown in the cases of tardiness is also of most gratifying character, and the more so that it is not obtained at the expense of regularity in attendance, as attested by the excellence of that record. The whole number of cases of tardiness was 4,597, or 45 to every 100 of the pupils of the average number enrolled. When the possibilities of the record for one pupil are considered in the number of cases permitted in one hundred and eighty school days, more or less, of two sessions each, in the school year, the excellence of the record for the 12,479 pupils in the entire enrollment can be better appreciated. It is, however, only one of an unbroken series of such records extending back nearly a score of years.

The training of thousands of this school population to this virtue, which is cardinal in the essentials to success in life, can not be over-

estimated; and it is greatly to be commended by any due consideration of the obstacles to be encountered in the circumstances of very many of the population.

SCHOOL POPULATION.

In the continued absence of an annual census of the school population it is impossible to state accurately its number. An estimate, however, based upon data given by the United States census, from which may be deduced the average annual increase of the decade embraced by it, permits, it is believed, a degree of accuracy sufficient at least for purposes of comparison. In its application to the past school year it is considered safe to say that, the colored school population of this city (embracing Georgetown) was about 18,900. The school records for the last year show that the enrollment of the school population in the schools did not exceed 12,479, from which it may be easily seen that there were about 6,421 children of legal school ages who did not at any time during the school year attend the public school. Though the entire enrollment was larger than that of the preceeding year, there was no gain in the per cent of the enrollment of the entire school population, since the increase in the entire enrollment over that of the preceding year was not greater proportionately than that of the increase of the school population. Indeed, figures will show that such was not peculiar to the past year—that many years have shown a degree of fixedness in this respect by no means flattering to what is considered the aim of public school provision.

As has been from time to time previously stated, it is impossible to say to what extent proper public provision would be voluntarily accepted, even were it sufficient to embrace the entire school population. Though thus far in the history of these schools acceptance of their provision has been wholly of voluntary character, there is no reason to believe that this community differs radically from that of the average community; and therefore there is much inclining to the opinion that, apart from those prohibited by adversity of circumstances, very many of this class would require compulsion.

There is, however, much reason to believe that the voluntary acceptance has not reached its limit. In the present large want of proper accommodation there are deterring causes, both in the forced reduction of the regularly prescribed school hours to afford partial provision to many, and in the forced attendance upon school during the unseasonable hours that the afternoon school requires. The present large degree of partial provision shown in the double occupancy of the schoolroom is also quite active in creating the impression that there is no room or accommodation for more pupils.

At this stage, however, it is not essential to know the number of voluntary nor that of compulsory attendants this number may embrace. The necessity for the public school lies in the knowledge that there are

those of certain ages, irrespective of their inclinations, for whom there are no means of school education. The necessity in this community for its wider extension is most forcibly revealed in the fact that there are more than 6,000 of the colored school population without such means. In the establishment of the means the provision of accommodation is primary, and hence rationally the first thing to do. The question of voluntary or forced attendance being secondary can wisely be deferred until the primary shall have been met.

There are many children of this population from 4 to 6 years of age whom the public school can not now legally embrace within its provision. In many instances their need of proper training is evidenced by its absence at the home on account of such adverse circumstances in life as forbid proper parental supervision and care, and to a large extent due to parental helplessness to train properly on account of a past condition entailed and reentailed through generations. As in such homes the primary agent in the education of the child is practically wanting, our system of public education should be so modified as to bring the children of these ages within its embrace by the establishment of kindergartens. Private charitable effort has from time to time entered this field, but, in the comparative meagerness of result that followed, seemingly only to be convinced of the magnitude of the work to be done. For successful result it requires the larger organized effort that can be brought to it through public provision. Such training would not only have immediate beneficial effect upon the child, but continued benefit, intellectual and moral, in his subsequent school training. It is largely from this class, when at public school age, come those disinclined to accept voluntarily the public school provision, and, later in life, the criminal classes.

ACCOMMODATION.

The need of greater accommodation was forcibly set forth in the larger necessity that existed for the use of one room by two schools, one in the forenoon and the other in the afternoon. Such double occupancy not only abridges the time regularly prescribed for the school session, but favors insanitary conditions of the schoolroom and prohibits the enjoyment of other facilities for the accomplishment of school work.

In the present continuous session of three and one-half hours, inclusive of the fifteen minutes' recess, regularly prescribed to first-grade schools, the disadvantages of joint occupancy are less seriously felt; but in the schools of second grade, in which the maximum hours are four, and in schools of grades above the second, in which the regularly prescribed session is from 9 o'clock to 3 o'clock, inclusive of the hour for recess, the shortening of the regular time becomes quite serious in its consequence, resulting not infrequently in large repetition of grade work during another year. When such schools have sessions in the afternoon, the disadvantages are increased in the loss of the earlier

hours of the day in which physical and mental vigor is usually greatest, as well as in the further loss of time during a considerable portion of the school year from the earlier approach of darkness.

The situation is simply this: Experience, large and intelligent, has determined and set the number of hours necessary for the successful completion of grade work by the average pupil; but the want of an essential means—that of proper accommodation—through which to fulfill the wisdom of experience reduces the time. If experience has not erred, the result must be affected. It is affected not less in the acquisition of knowledge gained than in the less degree of mental development.

Another and very serious disadvantage arising from the occupancy of the same room by two schools of different grades is the want of adaptation of the desks and the chairs to the sizes of the pupils. The schoolrooms have been furnished generally with a view to occupancy by one grade of school, though especially in those of latest construction two sizes, and in one instance, even three consecutive sizes, of desks and chairs have been placed to meet the varying sizes of pupils of same grade. The want of accommodation now occasionally forces to the use of a room intended for third or fourth grade pupils by pupils of a lower grade. When the school of the forenoon and that of the afternoon occupying the same room are not wide apart in grade, the difficulty can be largely obviated by such changes in the desks and chairs as will permit fair adaptability to pupils of both grades. When, however, to provide for two schools of grade farther apart there is necessity for occupancy of the same room, the pupils of the grade for which the furniture was not intended, must, in the absence of conditions for normal positions, suffer temporarily, both physically and mentally, if not, in many instances, permanently, through malformations to which bent is given by the abnormal positions often assumed to obtain relief and comfort.

A few thousand dollars spent now upon the school buildings of these divisions, by way of arresting the disintegration of time, from long use and wear, would be the exercise of judicious economy, in the saving of large expenditure which much longer delay will require. The repairs to these buildings for a long series of years have, as a rule, been of the slightest character, such as have been absolutely necessary to present tenancy. If those buildings of the latest construction be excepted, there are none upon which considerable expenditure will not be required to put in such condition as will show best regard to sanitation and comfort. It is a fact that in these divisions there is scarcely a building whose interior has, since its erection, had a coat of paint, and but two or more whose ceilings and walls have had other renovation than that afforded by the janitor's dusting brush. The confirmation of this statement is ample in the discolorations from leaking roofs and from the long-accumulated settlements of vitiated air in the Sumner and

other buildings. Such environment subjects thousands of children daily to the silent influence of a most pernicious education, and more, to susceptibility to such diseases as have rise or origin in foul conditions.

In the appropriation made by Congress at its last session for the reconstruction of the old or central portion of the Stevens school, there is promise not only of the removal of exceedingly bad conditions in the substitution of eight schoolrooms of modern form, but of an increase of four schoolrooms in a section of the city where additional accommodation is sorely needed. The Stevens is one of the buildings of earliest construction which constitute a class within themselves, and which of all the buildings in these divisions are more or less without those conditions adapted to purpose and promotive of health, which the thought and progress evolved by the experience of subsequent years have materialized in the buildings of more recent construction. These buildings, named in chronological order, are the Anthony Bowen, Stevens, Sumner, Lincoln, and Lovejoy. The first was erected in 1867, the second in 1868, the third and fourth in 1871, and the last in 1872. With the exception of the first two named, which require reconstruction to afford proper school facilities, these buildings require not only ordinary repairs, but certain alterations and additions, to afford those conditions that are essential to health.

In degree of general objectionableness the Anthony Bowen stands next to the Stevens, and should receive the next consideration. It is a crude, two-story brick building, with four schoolrooms on each floor. The schoolrooms have no cloakrooms nor other improvements of the modern schoolroom. The hallway of each floor, separating the two east from the two west rooms, is only $9\frac{1}{2}$ feet wide. The two flights of steps from the first to the second floor end on the latter floor at a common landing, which is only $5\frac{1}{2}$ feet wide. The width of the stairways is 5 feet, which, in the space they take from the width of the hallway, leaves a very narrow passage for the movement of children, and this very restricted provision, in the absence of cloakrooms, is necessarily further lessened by the loss of space required for the hanging of the children's wraps. The height of the step in the stairways is $7\frac{3}{4}$ inches, and its tread $10\frac{3}{4}$ inches in width. In this faulty construction of the steps, coupled with the very narrow common landing, there is not only constant menace, but, in case of panic, large probability of serious injury to many children. In the absence of proper means of ventilation, the air of the rooms in this building is very impure, and as the rooms and hallways are heated wholly by stoves, this condition of the air is, during the season for fire, much aggravated by the escape of coal gas, consequent largely upon the long reaches of stovepipe in making connection with the smoke flues or chimneys.

The Sumner and Lincoln are not only the largest of this class, but of all the buildings used for the graded schools the most costly of erection. In many respects both present good degree of adaptedness

to school purpose. Their main defects lie in the want of proper means for ventilation, in consequence of which the air is quite impure during the hours of school occupancy, and as the basement floors have been laid upon the bare earth the condition is aggravated by emanations from decaying wood and the soil. In remedying these defects no very large outlay of money will be needed, but even if a large expenditure were required the health interests of the thousand or more children in daily attendance at the schools in these buildings will fully justify it.

The last of this class, the Lovejoy, is heated by stoves. The adoption of other means of heating, and such as will combine means for ventilating, will greatly improve present objectionable conditions. In situation it is high and has a cellar for the storage of fuel, though of quite limited dimensions. A little more excavation would afford space for a furnace, by which the present schoolroom capacity need not be lessened.

In the additional twenty rooms to be afforded by the enlarged Stevens building and the two new eight-room buildings for eighth division A and eighth division B, for which appropriations were made during the last session of Congress, much relief to the existing congested conditions will be afforded. The relief, however, comes tardily, since its availment can not be had for the current school year. This fact suggests the wisdom of making appropriations in time to provide properly for the annual increase of the school population.

The locations of the public schools of these divisions are, as a rule, amid good environments, both physical and moral. The locating of a public school requires large exercise of good judgment. It will scarcely be denied that the first consideration should be health. In this consideration naturally come due concern for environment, ventilation, accessibility, and such adaptedness in construction and arrangement as will best promote and maintain health. The prominence due to this consideration finds ample weight and support in the fact that there is no other factor in life so essential to success in effort whether along intellectual or along those lines relating to the practical affairs of life.

While it must be admitted that the public school, from its inherent nature, tends not to contribute to its immediate neighborhood the largest degree of quiet and privacy, it can not be denied that it is the institution which contributes the largest factor in those elements of civilization from which the best conditions of residence are realized. It is also a fact that, in its creation of those conditions upon which are based the excellences of a neighborhood, considered either with regard to physical or moral wealth, it also tends to create the sentiment which, carried to logical end, is wholly subversive of those conditions. For if one citizen or class of citizens can prevent the location of a public school where decided by the proper authorities as best to serve its ends, then any other citizen or class of citizens, for equal reasons,

would be entitled to the exercise of the same right. This action carried to its logical result, would make it impossible to locate a public school in any section.

SCHOOLS AND SCHOOL WORK.

The whole number of schools during the year was 235. The number of each grade was as follows: First grade, 59; second grade, 42; third grade, 37; fourth grade, 28; fifth grade, 22; sixth grade, 19; seventh grade, 16; eighth grade, 10; high, 1; normal, 1. The number of schools in excess of that of schoolrooms was 49. This excess is provided for by having two schools use one room, one during the earlier and the other during the later hours of the day. By this provision in the partial displacement of other schools, in number equal to the excess, the number of schools affected is twice that of the number in excess of the number of schoolrooms. The number of schools of each grade thus circumstanced was as follows: First grade, 47; second grade, 34; third grade 13, and fourth grade, 4.

In schools of first grade the actual loss of time is slight. In schools of second grade, for which the regularly prescribed time is four hours, the loss is quite perceptible. In schools beyond or above the second grade, for which the regularly prescribed session is from 9 o'clock to 3 o'clock, with an hour intermission beginning at noon, the loss becomes quite serious. These schools are affected to the extent of time lost less than that which in the regular prescription is considered necessary for effective accomplishment of the work of the grade. The regularly prescribed time also naturally presupposes conditions favorable to the accomplishment of the grade work; and hence, in the greater or less degree of absence of these conditions, there must be presented other conditions more or less opposing its accomplishment.

Such conditions are presented in the insanitary condition of the schoolroom, consequent upon its long-continued use daily and by so many pupils; in the discouragement offered to the creation of attractive environment through the denial of opportunity for devices and other means to facilitate instruction of which the resourceful teacher is capable; and, in the case of the afternoon session, in yet more shortened hours from the earlier approach of darkness during a considerable portion of the school year, and in the deprivation of the early hours of the day in which the vigor, physical and mental, of both teacher and pupils is at its best. These facts indicate that for most effective school work, an important essential is proper accommodation, and that such accommodation is not afforded where one room is used by two schools.

The average number of pupils to a teacher, based on the average enrollment of pupils, was 40.6. This number was less than that in the preceding school year. The decrease has explanation in the causes unfavorably affecting the attendance, which have already been explained. For good degree of effectiveness in teaching, through due opportunity

for individual work, the number is not too small. A less number would, in the time given to the teacher to suit her instruction to the necessarily varying capacities and needs, both intellectual and moral, of her pupils, afford opportunity for more effective and satisfactory results in the schoolroom, and particularly in the first grade or grades of school, in which the draft upon the teacher's time and energy is so very great, to meet properly and fully the wants of her more or less dependent charge. When, however, the expense incurred in the maintenance of a school is considered, with the degree of opportunity for reasonable result, 40 pupils to the teacher may be regarded as a good number.

In the development sought, more than in the work of imparting knowledge, there seemed large and growing recognition of the true aim of education. There were generally present restless aim to detect and strengthen points of weakness and eager desire to ascertain, weigh, and utilize all means promising improvement.

There is less and decreasing tendency on the part of the teacher to exalt a subject above its relative value when compared with other subjects. In consequence, the basal subjects received greater attention, not only directly in their formal pursuit, but also indirectly in their reinforcement through other subjects. The value of such tendency in its ultimate results is great, since such attention is necessary not only to proper preparation for active life, but to proper understanding of the subjects. In the schools of reduced session, from want of full accommodation, it has most beneficial bearing, as attempt, under the conditions, to embrace to the extent permitted by the full session all subjects indicated by the curriculum would necessarily tend to large degree of superficiality in those most needed for the transaction of affairs in ordinary life.

With a very few exceptions all schools did good work during the year, and they are annually advancing to a higher degree of proficiency and attainment.

LIBRARIES.

The school libraries of these divisions have, in the absence of other means, been obtained through the efforts and labor of teachers and pupils by means of concerts and other entertainments, but owing to the diversion of such energy and effort during the past two or three years toward the purchase of pianos for the schools there have been very few additions to these libraries. This temporary diversion, however, which has resulted in the placing of a piano in nearly every school building of these divisions has proven most wise in its very large contribution to school efficiency from the disciplinary effects of the music thus obtained.

In the addition of volumes during the year the High School and the Summer School are exceptions. They have not only purchased pianos, but have added considerably to the number of their volumes.

The need of good books, through which intellectual and moral training may be heightened, is sorely felt in the schools of these divisions, where, from want of opportunity in the past, there is great lack of these evidences of the cultured and refined home. In the absence of both home and public library provision, the majority of this school population finds its only source, though scant, in these school collections.

The well-equipped public school library, under the promotion and supervision of teachers sufficiently conversant with and concerned about the thought and sentiment contained within books as to recognize in them influences capable of penetrating the innermost recesses of the soul, there to purify and ennoble or to pollute and debase, and imbued with an interest impelling to create within pupils desire for good and profitable reading, would become to the public school an auxiliary means of training, intellectual and moral, of most positive value.

The whole number of volumes in these libraries, including the library of the High School is 4,309.

PHYSICAL CULTURE.

This instruction is directly under three special teachers, a director and two assistants. Schools of all grades, including the High and the Normal, are embraced by this training. The limited teaching force permits the special teacher to visit the schools only once in every two weeks. In the interval between the visits the instruction was given to the school by its regular teacher, who had received from the special teacher instruction in her grade requirement.

Aside from its general contribution to health conditions, which this training from its nature must give, its practical value in the school-room, as evinced in the degree of correct habit formation in the various bodily positions, and its disciplinary value, as shown in the proper bearing and orderly movements of pupils, were everywhere apparent.

The results for the year were of gratifying character, and compared favorably with those attained in preceding years.

The report of the director to this office, which is full of detail, is herewith submitted.

DISCIPLINE.

The records indicating the extent of punitive means used in the enforcement of discipline continue favorable in the degree of less resort than in former school years. The cases of corporal punishment were 44, or nearly one-third less than in the previous year. It must, however, be borne in mind that the cases do not indicate the number of pupils thus punished, as in many instances the same pupil received this punishment more than once in the school year. The character of this punishment was usually mild, and there was no instance considered sufficiently severe to evoke complaint. In very many schools there was no resort to it. The continuing experience of years tends to larger

confirmation of the opinion that where it is of frequent resort the pupil is often more "sinned against than sinning," and that the infliction itself tends to beget provocation for further infliction.

In the less and lessening resort to the employment of physical force, as is shown in the decreasing annual record of corporal punishment, there is large indication of greater effort on the part of the teacher to know the disposition of the child, and through such knowledge to gain ability to restrain tendency to wrongdoing and to develop power for the exercise of the higher motives.

The number of pupils whose relations with the school were temporarily suspended for various causes was 162. In the opportunity afforded by suspension for contact with parents, and, in many instances, with those very difficult otherwise to reach, there result excellent effects both upon the pupils offending and upon the general welfare of the schools. As a means of discipline it is more judicious, and in general and lasting effect far preferable to corporal punishment.

Two pupils were dismissed during the year. Both were boys. The offenses were of such character as to debar from school privileges only for the remainder of the school year. This number was two less than that of the previous year. The annual average number of dismissals for the last ten years is five. This record, despite the home training and environment of very many of the population, is positively good, and of itself speaks well for the character of the discipline in the schools in its power to retain almost wholly all elements of the school population.

While in a few schools the discipline was not more than fair, in the schools generally it was good, and in very many it was excellent. This gratifying condition is the result of large and growing appreciation on the part of teachers that self-restraint is evolved rather by moral than by physical force. Its value is heightened in the consideration of the many counter obstacles to be found outside of the precincts of the schoolroom, both in associations and in many of the homes represented in it—obstacles, in many instances, innocent of intent, in the ignorance of how to do, and vicious of tendency, in the environment constantly influencing to wrongdoing. A large contribution to this state of discipline is found in the less separation of this requisite from other essential requisites to school success than formerly obtained, through the improved and more natural methods in teaching, by which pleasurable and profitable employment and inspiring love and enthusiasm in its pursuit are insured, as well as in larger appreciation of the fact that the effectiveness of the moral forces employed in the schoolroom is much heightened by their exemplification at all times in the words, actions, and bearing of the teacher.

In the following table are presented the cases of corporal punishment, suspensions, and tardiness in each school year during the last ten years, and the number of cases to every 100 pupils of the average enrollment;

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also the number of pupils dismissed from the schools during each year of that period:

[Normal School not included in this table.]

Year.	Average number of pupils enrolled.	Corporal punishment.		Suspensions.		Number of pupils dismissed.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1885-86.....	8,191	159	2	250	3	3	3,906	47
1886-87.....	8,448	110	1	187	2	4	3,345	39
1887-88.....	8,754	78	.....	226	2	9	3,720	42
1888-89.....	9,049	94	1	267	2	8	3,868	43
1889-90.....	9,250	70	.....	234	2	5	3,913	42
1890-91.....	9,079	93	.....	210	2	8	3,714	38
1891-92.....	9,915	110	1	183	1	5	4,109	41
1892-93.....	10,072	102	.....	130	1	2	4,482	44
1893-94.....	10,116	65	.....	156	1	4	4,186	41
1894-95.....	10,021	44	.....	162	1	2	4,597	45

The above table affords good opportunity for comparison, both to determine degree of excellence as well as that of progress, to the extent that such items may serve such purpose.

HIGH SCHOOL.

The whole number of pupils enrolled in this school during the year was 618, of whom 197 were boys and 421 were girls. The average number of pupils enrolled was 550. In the entire enrollment there were 158 and in the average enrollment 124 more than in the previous school year. The per cent of attendance, based on the average enrollment, was 96.

The numerical growth of this school depends upon the promotions to it from the schools of eighth grade, though in a few instances it receives accessions from other high schools in various parts of the country.

In the school year ending in June, 1893, the year in which the promotions to the High School last year were determined, there were 10 eighth-grade schools, or 2 more than in the year ending in 1892. These 10 schools had an aggregate average enrollment of 419 pupils. The number of pupils promoted from them was 268, or 63.9 per cent of their average enrollment. This promotion was normal in the numbers sent forward. This school also received 22 pupils duly certified for promotion from eighth-grade schools in the sixth division.

Larger promotions naturally follow the numerical growth of the elementary schools. Not only through the numerical growth of the elementary schools, but through their advanced grade growth, as may be shown in the lessening ratio of schools of lower grade to those of higher, favored by time, larger promotions to the high school normally follow.

In the earlier years of the schools the ratio of pupils in the lower grades to those in the higher was very large. It could not have been otherwise among a class of people almost wholly without means to establish private schools and for whom there had been in the past no public school provision. In the years of opportunity that have since followed and are following this large ratio, with respect to numbers in the lower grades, has much lessened and is annually lessening.

A very important factor in these larger numbers promoted is found in the greatly improved High School facilities, and in other inducements offered, through which withdrawals from the elementary schools of higher grade, and particularly of boys, have been arrested. The incentives found in the instruction of manual training, in the more practical instruction in the business course of the High School, and in the opportunity to secure teachership in the public schools of the District through admission to and graduation from the Normal School, have had very appreciable effect upon the attendance of the higher grades in the elementary schools and consequently upon the High School in the number of promotions to it.

This effect may be seen in the difference between the ratio of boys to girls in the High School in the school year 1890-91, the year previous to its removal into the building now occupied by it, and that in the school year 1894-95. In the former year it was about 1 to 4; in the latter year nearly 1 to 2.

The regularity of the growth of this school has large support in the relative average enrollment in each of the three four-year periods indicating the limits of the primary, grammar and high schools; or, in yet more detail, in the per cent of the entire average enrollment represented by each of the twelve years embracing the eight grades of elementary schools and the four years of the High School. The average enrollment in the three four-year periods for the year were respectively 6,717, 2,754, and 550; or 67.03, 27.48. and 5.49 per cent of their entire average enrollment. The per cent of the entire average enrollment, for the twelve years in the school course, represented by each year or grade, beginning with the first or lowest and proceeding to the highest in numerical order, was, respectively, 22.54, 16.55, 15.84, 12.10, 9.79, 7.76, 5.74, 4.19, 2.84, 1.56, 0.70, and 0.39. From base to summit these figures represent the gradual ascent indicative of normal growth, and which could scarcely exist under other than healthful conditions.

In its number this school has outgrown the accommodation offered by the present building. To meet the necessity of its enrollment during the year, one of the two study halls was diverted from its intended and original use, that in its division into two classrooms it might afford the much-needed accommodation. In such removal of facilities the tendency always is to affect unfavorably efficiency. To relieve the present overcrowded condition and to meet annual growth, greater

accommodation than the present building affords is absolutely necessary.

The report of the principal of the High School to this office is submitted herewith.

NORMAL SCHOOL.

Twenty-six pupils were enrolled at the beginning of the school year, with admission determined in accordance with the rules of the board. One pupil withdrew during the year; the remaining 25 were graduated from the school June 19, 1895.

In addition to the work of the class room in the subjects treated in this school, and the practice work in the schools of first, second, and third grades connected with it, there was afforded, near the close of the school year, in continuance of the custom of several years, a period of eight weeks' consecutive practice to each member of the class. To furnish this practice, as many schools of first grade as were pupil teachers were selected in different parts of the city, and one assigned to each school under the constant supervision of the regular teacher of the selected school, and such occasional supervision by the principal of the Normal School and her associate teachers as the number of schools supervised would permit.

Though the more special effort of this school is directed to the work of the lowest grades of school, in the fear that attempt to embrace that of all grades in the limited time of one year might in its dispersive character result in meager preparation and fitness for the work to be done, and in the belief that if the training in these earliest years be judiciously directed there will be less to fear in subsequent training, the general aim has been to impart true conception of the end of school, its work, its organization, and its management. The efficacy of the training has, from year to year, been revealed in the ability, conscientiousness, and zeal of those who have gone forth from it in the performance of the duties with which they have been charged, and in the decisive tests afforded by the effect of their labors upon the material presented in the children committed to their care.

The report of the principal of this school to this office is submitted with this report for your consideration.

TEACHERS.

The whole number of teachers employed during the year was 286, or 14 more than in the previous school year. Of this number 257 were regular, or those in the direct charge of schools and classes, and 29 were special, or those in charge of special subjects. In the entire corps there were 38 male and 248 female teachers.

The length of the experience of these teachers varied from its first year to twenty-eight years. The average for the entire corps was nine. To this quite large experience, coupled with the good degree of fitness

for the position, through attainment in scholarship and special professional training, is due most largely the degrees of proficiency the system has attained.

The composition of the corps in respect to scholastic attainment and special training for the teachership is indicated by the fact that of the 286 teachers employed 26 were graduates only of high schools; 32 were graduates of normal schools, but not high; 173 were graduates of high and normal schools; 23 were graduates of colleges; 3 were graduates of colleges and normal schools.

The aggregate of these numbers shows that a very large majority of the teachers brought to the position good, and not in a few instances liberal, degree of scholastic qualifications. The remaining number, though not graduates of any of the courses indicated by any of the classes of schools above named, possessed good degree of scholarship, more or less fitness through continued private effort, and large degree of successful experience in the schoolroom.

Of the entire corps 71.6 per cent had been specially trained in normal schools for the position, of whom 91.7 per cent were trained in the Normal School of this system. This character of teachers gains annually in its almost exclusive appointment to the vacant and new teacherships.

There can not, in my opinion, be too persistently urged such provision for the teachership of the first-grade school as will favor the retention in it of those who have shown special qualification and fitness for its work. The importance of the right starting—physical, moral, and intellectual—in school life can not be overestimated when there is due consideration of its inevitable effect upon all effort in subsequent life. Under the existing schedule of salaries the salary largely influences the grade assignment in the appointment of new teachers, and as the lowest salary is paid for teaching in the school of first grade, the new and, as a rule, inexperienced teacher is usually assigned to it. Objectionable as this may be, it is not all, for when experience has been gained or special qualification and general fitness have been developed or shown for its work, the grade is deprived of it by the promotion of the teacher to a grade for teaching which a larger salary is given.

It is true that schools of this grade are put under normal graduates, but the opportunity to observe and to study child nature while the teacher is being trained in the Normal School is necessarily, in the very limited period for training, insignificant, when compared with that wide opportunity with full responsibility through the extension of years presented in the schoolroom after graduation from the Normal School. The teachership of this grade is not only of great importance in effect upon subsequent life, but it presents largest opportunity for ripest scholarship that, through the comprehensive knowledge of the subjects, whose first or simplest elements are here introduced, there may exist least opportunity for any adaptation that will fail of the best

result in the development sought. It is along these first dependent, timid, and inquiring steps of school life that the teacher of large intellectual acquisition, broad culture, and fine moral sensibilities is especially needed—the teacher in whose life, action, and bearing is found an embodiment of all that indicates perfection in womanhood or manhood.

It is recognized that opportunity must be afforded to obtain experience. It should be given in grades in which least injury from inexperience is possible, in grades in which the degree of self-helpfulness on the part of the pupil offers greatest degree of protection from the consequences of mistakes. The more advanced grades would then not only present opportunity for gaining experience, but a field from which to select those showing greatest degree of fitness and adaptedness for first-grade work.

To have and retain such service in first-grade work would, however, require such change in the existing salary schedule as would remove much of present discrimination and, in the larger compensation given, permit due recognition of the worth of the service. If first thought suggest that in the less time required for first-grade teaching the salary should be less, second thought will reveal full balance in the rare qualities required for its most proficient work.

NIGHT SCHOOLS.

The whole number of pupils enrolled in these schools was 1,342. The average number enrolled was 840. The per cent of attendance, based on the average enrollment, was 86. The number of teachers employed, inclusive of the 2 cooking teachers, was 27. The average number of pupils, based on the average enrollment, to each regular teacher was about 34. This average to the teacher is too large for the most effective result under the conditions imposed by the short night-school sessions. It is tolerated simply to embrace within the meager provision the largest number possible of the many applicants consistent with reasonable degree of good result.

There has been no increase in the number of these schools within the last five years, not because of the lack of interest, but from lack of funds. In no department of school work has greater appreciation been manifested nor, under the circumstances, more satisfactory results produced. These schools are very popular, and in every year since their organization their capacity to accommodate has in most of them been put to the fullest test. Many applicants have been turned away from want of provision.

The organization of schools of this character in number sufficient to embrace all applicants for admission to them could be made the means of doing great good. In the diversion of many of those who have not yet reached manhood, as well as many of the younger adult population, from the numerous avenues of questionable pleasure and resort through such employment of the evening as these schools afford,

there could be much moral, as well as intellectual, contribution to conditions essential to good citizenship.

In no other way can the interest in this provision be better manifested than by the large degree of continued annual attendance, through which the ratio of beginners to those of more advanced attainment has been very materially lessened, and a classifying effected, which not only embraces the ground subjects of the eight grades of the day schools below the high school, but also subjects pursued in the business course of the high school. The greatest drawback to greater annual attainment is the limited period of the term.

The schools were reopened October 22, 1894, and were continued with weekly sessions of two hours each, excepting during a recess of two weeks embracing the Christmas holidays, until February 27, 1895, when they were compelled to close. This period embraced 47 school evenings, which with 2 hours per evening or session afforded for instruction 94 hours, or less days than the number in the average school month. This short term was necessitated by the inadequacy of funds. For all public night schools in the District of Columbia there were appropriated for the teaching service \$6,000. Of this amount \$2,500 were received for the night schools of these divisions. For reasonably appreciable result the term should last six months, beginning the 1st or middle of October and ending the 1st or middle of April.

The aim of this provision is to reduce or eliminate illiteracy among a class which the day school can not reach. The degree of illiteracy among this population is very large, many times larger than that of the other class of the population sharing in the general appropriation; therefore, in the absence of larger provision, the degree of elimination thus far permitted has been comparatively small.

The interest in these schools, and therefore their real value, is largely in the teacher. There is from time to time demand that the day-school teacher be excluded from the night-school teachership. The demand rests upon the desire to give employment to those not employed. It is wise if in their employment these schools would be equally well served as in the arrangement that now obtains. If through the employment of others they are not as well served, it follows that the interests of the instructed will, to the extent at least of decrease in the efficiency of the service, suffer. In this department, as well as in other departments of school work, the constant aim should be the most efficient service possible under the existing conditions.

It will scarcely be questioned that the day schools, with but rare if any exception, embrace the best eligible teaching talent in the community. It could hardly be otherwise since its selection, determined by impartial tests, is the best from all eligible candidates. Experience also permits the assertion that the proficiency of the night schools has been in proportion to the employment of the day-school teachers.

The present arrangement in the composition of the teaching force of these schools seems as favorable to the different classes seeking the

Correction:

**The previous
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is being refilmed
in case of operator
error.**

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The organization of schools of this character in number sufficient to embrace all applicants for admission to them could be made the means of doing great good. In the diversion of many of those who have not yet reached manhood, as well as many of the younger adult population, from the numerous avenues of questionable pleasure and resort through such employment of the evening as these schools afford,

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The present arrangement in the composition of the teaching force of these schools seems as favorable to the different classes seeking the

teachership as any that can be devised with reasonable consideration for the interests of the schools. The teaching force is composed most largely of the day-school teachers, not taken because of their application for the position, but selected on account of their special fitness and ability to discharge well and properly the duties of it, and that, too, without detriment to efficiency in their day-school work. The remainder of the night-school teaching force comes from two classes—from those who are not in the day-school service, but who have had more or less experience in teaching, and from normal graduates who have not had experience in the regular service.

The following table gives, among other items, the entire enrollment, the average enrollment, the average attendance, the number of teachers employed, and the cost of instruction in each of the six night schools, as well as for all:

Schools.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Time.		Number of teachers.	Average number of pupils to teacher.*	Cost per night.	Entire cost of teaching.
					Number of nights.	Number of hours.				
Stevens.....	231	161	134	82.8	47	94	17	27	\$11.50	\$614.50
Wormley.....	132	107	101	94.5	47	94	3	36	6.50	305.50
Garnet.....	206	111	91	82.4	47	94	4	28	8.00	376.00
John F. Cook....	279	160	132	82.8	47	94	4	40	8.00	376.00
Lincoln.....	246	138	122	88.6	47	94	4	34	8.00	376.00
Randall.....	248	163	143	87.9	47	94	15	41	8.00	450.00
Total.....	1,342	840	723	86.0	.....	.....	27	34	.....	2,498.00

* Based on the average enrollment. † Including cooking teacher. ‡ Excluding cooking teacher.

The following table, presenting in concise view the more essential statistics of these schools for every year since appropriation was first made for this instruction, permits easy reference as to their growth and ready inference not only as to the work they are accomplishing but what, if in sufficient number, they could be made to accomplish:

Year.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Time.		Number of school buildings used for night schools.	Number of teachers.	Entire cost for teaching.
					Number of nights.	Number of hours.			
1885-86.....				232		37	74	1	(^c)
1886-87.....		467	378	80.9	52	104	3	12	\$1,248.00
1887-88.....	1,053	738	650	88	51	102	5	20	2,295.00
1888-89.....	1,080	703	619	88	57½	115	5	20	2,300.00
1889-90.....	1,158	744	644	86.5	55	110	5	20	2,200.00
1890-91.....	1,395	846	700	82.7	56	112	6	24	2,699.98
1891-92.....	1,353	855	731	85.4	48	96	6	24	2,320.00
1892-93.....	1,315	896	779	86.8	47	94	6	27	2,501.50
1893-94.....	1,365	921	792	85.9	47	94	6	27	2,520.50
1894-95.....	1,342	840	723	86	47	94	6	27	2,493.00

* Expense borne partly by the District of Columbia and partly by a voluntary association of ladies who were active in their efforts to have the night schools established.

I would most earnestly and urgently renew my recommendation of the previous year that an enlargement of the usual appropriation for night-school instruction in the District of Columbia be sought, that the allotment of funds to these divisions of the public schools may permit the opening of an additional school and the lengthening of the present entirely too short session.

Herewith are submitted the reports made to this office by the principals of the several schools, giving, in more or less detail, their operation, and contributing much in support of the recommendation to extend this service, both as to accommodation and as to time for instruction:

STEVENS NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: In accordance with your letter requesting a report of the work done in the Stevens Night School, it gives me great pleasure to submit the following for your consideration:

The school opened the term with an enrollment of 102 names, and to this number was added others, and within a few weeks this number was increased to 216. Owing to the limited quarters and that each teacher was required to instruct two grades, I refused admission to a room after a teacher had 50 pupils assigned to her. Under this arrangement the work was prosecuted through the year, and I found that more and better work was done. In the primary grades the following subjects were taught: Reading words which are familiar by use; sounds; letters; spelling, copying, oral and written, and the meaning of the words used. Arithmetic was one of the main subjects taught. As the pupils already understood the method of counting, the transition from their mode to that usually taught in the schools was comparatively easy. The time was spent in drilling the pupils in notation, numeration, addition, subtraction, multiplication, and division, and the tables of weights and measures.

Frequent talks concerning the human body, its parts and their care and use, were given.

In no other acquirement was more interest shown than in penmanship. The use of the pen was taught in all the grades, and few left the school without being able to express themselves legibly upon paper.

With the grammar grades the same general plan was pursued. The art of reading naturally was the constant aim, and to this end numerous exercises were selected that would bring out the desired results. Punctuation, Roman numbers, and the elementary sounds were referred to constantly.

Both written and oral spelling were insisted upon, the words being taken from the reading and history lessons; the definitions of words were brought out by their use in sentences and constant reference to the dictionary; the English prefixes and suffixes and their combination with primitive words were taught.

The instruction in grammar was confined to the correction of the common errors in speech and syntax, analysis and parsing, the construction of easy complex and compound sentences, and letter writing.

The arithmetic was such as is usually taught in grades commencing with the fifth—fractions, federal money, denominate numbers, percentage with practical applications, the writing of bills, receipts, promissory notes, etc.

Scudder's United States History and the geographical readers were used alternately.

The business department, having only eight typewriters, was forced to limit its number of pupils so that each one might have at least half an hour per evening, in order that the work laid out for them could be accomplished. But little progress was made in stenography owing to the fact that the majority of the students were so employed that they could not give the time outside of the classroom that is abso-

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lutely essential in order to make any headway in this subject. The bookkeeping was entirely satisfactory, and the classes in language and arithmetic were very earnest in their work and showed signs of marked progress.

Altogether, the year just closed was one to which we feel deeply indebted, as the work was so satisfactory, and I can but return thanks to you and the local committee for the able corps of teachers which you provided; but in this connection let me recommend that hereafter only such teachers as have handled successfully a first and second grade school be assigned to those grades in the night schools. It is in these grades that the most good or harm may be done, and if the normal graduate usually assigned be not an exceptionally bright and energetic teacher, one that understands human nature and the mode of handling it, her power over the school is lost the first night, and when she wakes up to the fact that she is not dealing with children, her scholars have all nearly left school. The older people are quick in taking a teacher's measure, and if the idea that she is young and inexperienced once gets into their minds nothing can keep them in school, and they persuade others to leave. Furthermore, let me urge that the teachers be selected and announced earlier, in order that the principal may have an opportunity to meet his corps and map out with them a general plan of work for the year. As it is now, the first evenings are usually spent in getting the teachers, who may be new to the work, an idea of what is required in an evening school.

Trusting that each succeeding year may show as much progress as the one just closed, I am, very respectfully,

ELLIS W. BROWN, *Principal.*

Mr. G. F. T. COOK,
Superintendent of Public Schools.

WORMLEY NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: I herewith transmit to you a brief statement with reference to the Wormley Night School for the session 1894-95, ending this date.

The whole number enrolled during the year was 132; average enrollment, 107; average in attendance, 101; per cent of attendance, 94; showing an increase on the preceding year, a fact considered worthy of notice by us, as many of the pupils, on account of the general financial depression, were deprived of much of their means of sustenance. My associate teachers interested themselves deeply in the matter of visiting and providing, often at their own expense, for those who otherwise could not have attended, thus keeping up the record.

Many pupils of the preceding year were forced to find employment in other towns, consequently we were forced to enroll many new pupils.

The advancement was gratifying to all. The desire for knowledge seemed great. Our time was too limited in which to accomplish what we desired.

In conclusion, I express my thanks to my associates in the work for untiring aid in making the year one of success and pleasure.

Very respectfully,

Mr. G. F. T. COOK,
Superintendent of Public Schools.

ANNA M. MASON, *Principal.*

GARNET NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: In submitting the report of the Garnet Night School for the term closing with this date permit me to make a few observations.

In the first place, the interest manifested by the pupils has been creditable from the beginning throughout the term.

At the opening pupils were requested to state in writing their purposes and plans in attending night school, as much to discover their special needs as to ascertain their thoughts and aspirations. The thoughts expressed were a revelation. If at any time there had been cause for doubt as to the interest of those for whose special interest these schools were maintained it was dispelled by the purposes avowed, the zeal manifested, and the devotion of many to better equip themselves for the battle of life.

Among the pupils received, two manifested their intention to enter upon an academic course of study in a neighboring State, and others, who had been compelled to discontinue attendance at the day schools, caused many a pang of regret that fortune had frowned where her smiles would have proven a benefaction to the race.

The assistant teacher labored with assiduity and marked success.

There was one drawback, the excitement occasioned by the smallpox scare. Our attendance was perceptibly affected by it throughout December and part of January. But the interest on the whole, in spite of this detrimental force on the attendance, is the best commentary desirable to attest the necessity for and the utility of night schools.

If the attendance could be lengthened for a month the improved result would more than compensate for the increased expenditure.

Very respectfully,

JOHN W. CROMWELL, *Principal*.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

JOHN F. COOK NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: I have the honor to submit herewith a report of the John F. Cook Night School.

The attendance was exceptionally good, despite the severity of the weather. The pupils, with few exceptions, were earnest, enthusiastic workers, and evinced the strongest desire to acquire information.

It is a matter of great regret to both teachers and pupils that the school can not have a longer session.

Too much can not be said for the efficient work of my assistants, who by their energy and sympathy stimulated the pupils to put forth their best efforts.

In conclusion, allow me to express my thanks to the trustee and yourself for cordial support.

Very respectfully,

M. E. GIBBS, *Principal*.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

LINCOLN NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: In connection with the report of the Lincoln Night School, I beg leave to submit the following facts and suggestions: I took up the work December 3, where Mr. John E. Syphax, who was compelled to resign the field because of physical inability, left off, and found everything in good working order, and have labored assiduously to maintain the same high standard.

I was highly gratified at the eager interest manifested so generally by the pupils in attendance, and greatly deplore the fact that when the interest is highest and hopes brightest the term terminates. I would humbly suggest that the time be extended, being fully satisfied that much good must follow.

Growing out of the fact that when the pupils of the eighth grade in this building complete their work next term they will be compelled to attend Summer or fall out, as many must, because of the great distance, I would recommend a higher course, to be located somewhere in this section, to accommodate pupils of East and South Washington.

I feel if I have accomplished anything it is due to the kind and considerate cooperation of my collaborators, Miss A. E. Alexander, Mrs. L. A. Bruce, and Mrs. K. R. Parker. We extend our warmest thanks to you and Trustee L. A. Cornish for helpful encouragement.

Very respectfully,

E. F. G. MERRITT, *Principal.*

Mr. G. F. T. Cook,
Superintendent of Public Schools.

RANDALL NIGHT SCHOOL.

WASHINGTON, D. C., *February 27, 1895.*

DEAR SIR: To my statistical report of the Randall Night School for the session ended February 27, 1895, herewith submitted, I make a few observations on the work in general.

The first feature that marks the success of this school session is the increased enrollment, which is larger than any previous session since the organization of the school seven years ago. This argues the popularity of the night-school feature of our school system, and the eagerness with which the people avail themselves of the opportunities offered them to improve their condition and acquire the rudiments of an education.

Of the 248 enrolled this session 45 were of last year pupils.

The first grade this session was very large. The majority in this grade could not read at all and knew nothing of numbers. Now they can read well and know how to add and subtract, and show marked progress in language and penmanship.

What I have said concerning the first grade may be said of the other grades.

The third and the fourth grade pupils enjoyed reading in the Geographical Reader, which is so interesting and instructive.

The policy pursued in the school is and has always been to make everything bend to the practical, so that the pupils will feel and know that what they secure can be made available at once, hence the means and the end are ever in sight.

The teachers associated with me have made the work a success because of their devotion, efficiency, and tact.

From start to finish the session has been a successful one in spite of threatened contagion and severe weather.

Very respectfully,

JAMES STORUM, *Principal.*

Mr. G. F. T. Cook,
Superintendent of Public Schools.

STATISTICS.

The collation and consolidation of the statistics of the year have received the attention necessary to insure accuracy and reliability. To some extent they have been used in the body of this report, both for conveying information and for the purpose of comparison with the corresponding items of the previous year or years. In addition, tables embracing the more important statistical information, in such form as enable easy and convenient reference, are appended to this report.

MANUAL TRAINING.

There was no increase of the number of shops or schools in wood working and metal working. As in the previous year, there were four in the former and one in the latter. Two of the schools in wood working are at the Miller building, one at the Stevens, and one at the Randall. The school for metal working is at the Miller building, and has two rooms, one of which is used for blacksmithing.

The number of boys who received instruction in these shops was 976, of whom 859 were instructed in wood and 117 in metal working. These pupils were principally from the High School and from schools of eighth and seventh grades. To some extent classes were formed from schools of lower grades, and particularly of the larger boys whose school days seemed limited. Each pupil received from one hour and a half to two hours' instruction weekly.

The number of teachers employed in the shops was 7, of whom 2 were in the shop for metal working.

The character of the work done in these schools was generally good, and indicated progress in its purely educative aspects, and, in its utilitarian bent, gave promise of benefit in active life. This was well shown in the construction of useful articles in considerable numbers, involving applications of the principles taught, which have been placed in the regular schoolrooms. These articles embraced bookcases of different sizes, cabinet cases, and stands. In such treatment of the material furnished for instruction there resulted to pupils, in addition to the usual benefits, valuable and practical lessons in economy.

In the incompleteness of the plant from the want of means and the indifferent character of the building in which the main plant is, much inconvenience is experienced. The building which is rented for this department of instruction was erected about thirty years ago, but not for school purposes. It was converted into a schoolhouse in 1866, and was used for graded schools by the public schools of the second division during many years.

In 1887-88 it was again rented by the District for the use of the schools of these divisions, and such interior changes were made, especially by the removal of the room partitions on the first and second floors, as would give such degree of adaptability to manual-training uses

as its structural conditions would permit. Though this building is, perhaps, as nearly central as may be desired, it is in many ways ill-suited to its uses, and not without favoring strong suspicion as to its safety, even with its incomplete plant, when subjected to the jar and strain from the motion of machinery driven by steam. What is needed, and urgently needed, is a building constructed with special adaptation to the purposes of its use, and embracing the latest and most improved conveniences and facilities for carrying on the work of this department of instruction.

COOKING.

As in the previous school year, there were four kitchen or cooking schools, two of which were located in the Miller building, one in the basement of the Stevens School, and one in the basement of the Randall School.

The number of girls who received instruction in cooking was 657, all of whom were from schools of seventh and eighth grades and the High School. The instruction of each class was limited to one hour and a half weekly. The number of teachers in charge of these schools was 5.

A degree of interest fully commensurate with that of past years was steadily maintained during the year, and its effect was evident in the results that followed.

SEWING.

Instruction in sewing extends through four years, beginning with the third grade of school and continuing with succeeding grades through the sixth. All girls in these grades of schools enjoy its benefits to the extent of one hour weekly. The number of girls embraced by it during the year was 2,801.

There were also two shops which afforded opportunity for more advanced instruction. From want of greater accommodation and larger teaching force, instruction in these shops was limited to the more matured girls of the sixth-grade schools. The number who received this instruction was 362, and the instruction of each was limited to an hour and a half weekly.

The whole number of teachers employed in sewing was 7. To the continued intelligent direction of instruction in sewing and the untiring energy displayed even in minute details, combined with hearty cooperative effort, is due the large result that annually follows.

In the month of April a request was made by the New York Association of Sewing Schools, of New York City, that the schools of these divisions make, at the expense of their association, at the exhibition of sewing under their auspices to be held at the Hotel Waldorf the following month, an exhibit of the work in sewing with a personal explanation during the period of the exhibition, showing in the order of development the different steps of the work and the methods pursued in its accomplishment. The request was granted and the exhibit elicited commendation.

THE NEED OF THIS INSTRUCTION.

Not less the educative, but more the practical side of this training is needed for the improvement of the industrial conditions of the youth of this community. Social conditions which deny largely, and particularly to the youth of this population, opportunity for mechanical pursuit, through which industry is fostered, force upon it idleness. To do without the means and the opportunity to do is impossible; and the advice to do, under such conditions, is simply absurd. With the ability to do insured, the opportunity to do, during ordinary times, is likely to follow. Idleness has its antidote only in work; vice, its in the persistence of forces favoring moral conditions; and crime, its in the removal of opportunity for idleness and vice. Work is the panacea for all these ills.

In the tendency of idleness to vice and crime, the descent from the plane of respectability to that of degradation is simply a matter of time—its velocity being governed by the amount of resistance to be found in the moral composition. There is no better evidence of large existence of abnormal conditions in this community than is annually shown by the police reports in the arrests and convictions of hundreds of youths for petty crimes. They constitute the annual raw recruits to swell the ranks of the thousands formed in the past, of whom many, in the continued absence of proper remedial means, have gone from bad to worse.

The tendency to this training since its introduction into these schools has been favorable to larger retention of the male pupils in the schools than formerly existed. From this evident recognition of the practical in it, the impression seems to obtain that this training offers more with which to meet actual life. This fact permits the inference that in its more extensive and varied introduction there would follow, in a larger enrollment, greater diffusion of the benefits of the schools among the masses of the school population.

With public-school training adapted to the needs of all classes in its fitting for life, the ratio between the enrollment in the grammar and primary schools and that in the High School would, in all probability, differ from that which now exists. The High School would receive those whose means and opportunities would favor the attainment of its greater mental discipline and larger and more varied intellectual acquisition, whether for fitting for college or for the enjoyment that higher intellectual attainment affords; while the masses, influenced by their less prosperous circumstances in life, would elect that training which in the least time required for attainment would most quickly prepare for active life. The large ratio between the two classes which would at first exist would gradually lessen in the opportunity that time would permit for material acquisition.

Education or training for the colored youth as colored youth is not favored. There should be no discrimination in the education of American youth, as between white and colored, either along the more purely

intellectual lines or along the more practical, in which the brain and the hand form a copartnership. When there is a difference in the kind or character of the training, the condition and not the racial element should determine it. Similar conditions exist among the youth of both classes, though the extent of any one condition may be greater among the youth of one class than among the youth of the other class. The extent of the condition which favors training along the industrial line is, in this community, greater among the colored than among the white youth. The cause of it is clear in the larger absence of wealth or material means and in the less opportunity for mechanical and higher industrial pursuit.

Very respectfully,

G. F. T. Cook, *Superintendent.*

STATISTICS.

TABLE I.—Showing the number of half-day schools of each grade in the seventh and eighth divisions, and the buildings in which they are located.

School.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.	School.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Sumner.....			1	1	2	Jones.....	4	2	2		8
Magruder.....	4	3	1		8	Slater.....	2	1			3
Stevens.....	4	3	3		10	Lovejoy.....	2	1			3
Briggs.....	3	2	2	1	8	Patterson.....	1				1
Wormley.....	2	1			3	Lincoln.....	2	2			4
Phillips.....	2	1			3	Giddings.....	4	2			6
Garrison.....	2				2	Randall.....	6	2			8
Garnet.....	3				3	Anthony Bowen.....	2	2			4
John F. Cook.....	4	2			6	Bell.....	4	2			6
917 P street NW.....	1				1	Ambush.....	3	3			6
Banneker.....	2	2	2	2	8	Total.....	59	33	13	4	109
Logan.....	2	2	2		6						

TABLE II.—Showing the average number of pupils to the school of grades below the High School, based on the whole and the average enrollment.

Grade.	Schools.	Whole enrollment.	Average to the school on the whole enrollment.	Average enrollment.	Average to the school on the average enrollment.
Eighth.....	10	523	52.3	419	41.9
Seventh.....	16	718	44.8	576	36.0
Sixth.....	19	971	51.1	778	40.9
Fifth.....	22	1,227	55.7	981	44.5
Fourth.....	28	1,516	54.1	1,213	43.3
Third.....	37	1,983	53.5	1,587	42.8
Second.....	42	2,073	49.3	1,658	39.4
First.....	50	2,824	48.5	2,259	38.2
Total.....	233	11,835	50.7	9,471	40.6

TABLE III.—*Showing the whole number enrolled in the seventh and eighth divisions in each grade, and per cent of enrollment for the school years 1893-94 and 1894-95, with increase and decrease.*

Grade.	1894-95.		1893-94.		Increase.	Decrease.
	Whole enrollment.	Per cent.	Whole enrollment.	Per cent.		
Normal School.....	26	0.21	26	0.21	.....	.....
High School.....	618	4.95	460	3.76	158	.....
Eighth.....	523	4.19	492	4.02	31	.....
Seventh.....	718	5.76	736	6.02	.....	18
Sixth.....	971	7.78	813	6.05	158	.....
Fifth.....	1,227	9.83	1,209	9.88	18	.....
Fourth.....	1,516	12.15	1,510	12.34	6	.....
Third.....	1,983	15.89	1,788	14.62	195	.....
Second.....	2,073	16.61	2,277	18.61	.....	204
First.....	2,824	22.63	2,922	23.89	.....	98
Total.....	12,479	100	12,233	100	566	320
SUMMARY.						
Normal and High schools.....	644	5.16	486	3.97	158	.....
Grammarschools.....	3,439	27.56	3,250	26.57	207	18
Primary schools.....	8,396	67.28	8,497	69.46	201	302
Total.....	12,479	100	12,233	100	566	320

TABLE IV.—*Showing the number of schools of each grade below the High School in the seventh and eighth divisions.*

Division.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Total.
Seventh.....	17	13	13	10	9	9	6	3	80
Eighth A.....	21	16	13	10	7	6	6	4	83
Eighth B.....	21	13	11	8	6	4	4	3	70
Total.....	59	42	37	28	22	19	16	10	233

TABLE V.—*Showing the absolute and relative growth of the High Schools of the seventh and eighth divisions for the last ten years.*

Year.	Number enrolled in all grades, excluding Normal School.	Number enrolled in the High School.	Per cent of enrollment in all grades, excluding Normal School.	Teachers in all grades, excluding Normal-School teachers.	Teachers in High School.	Per cent of teachers in High School on number of teachers in all grades, excluding those in Normal School.	Number of graduates from High School.
1885-86.....	10,138	247	2.4	174	6	3.4	33
1886-87.....	10,345	276	2.7	182	8	4.4	39
1887-88.....	11,000	361	3.3	188	9	4.8	51
1888-89.....	11,130	416	3.7	197	11	5.5	67
1889-90.....	11,398	345	3	211	12	5.6	41
1890-91.....	12,106	376	3.1	226	14	6.1	86
1891-92.....	12,253	407	3.3	240	17	7	69
1892-93.....	12,303	444	3.6	254	18	7	90
1893-94.....	12,207	460	3.7	268	19	7	99
1894-95.....	12,453	618	4.9	281	22	7.8	131

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TABLE VI.—*Showing the number of schools of each grade in the seventh and eighth divisions, two of which occupy one room.*

Division.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Seventh	13	10	7	2	32
Eighth A.	13	11	6	2	32
Eighth B.	21	13			34
Total	47	34	13	4	98

TABLE VII.—*Showing the number of school buildings and schoolrooms occupied (owned and rented) in the seventh and eighth divisions for the last ten years.*

Year.	Buildings.			Rooms.			Year.	Buildings.			Rooms.		
	Owned.	Rented.	Total.	Owned.	Rented.	Total.		Owned.	Rented.	Total.	Owned.	Rented.	Total.
1885-86.	12	4	*16	114	17	131	1890-91.	18	4	23	166	22	190
1886-87.	11	4	15	112	17	129	1891-92.	21	3	24	186	21	207
1887-88.	13	9	22	129	28	157	1892-93.	21	2	22	198	10	208
1888-89.	13	8	21	129	27	156	1893-94.	22	2	24	206	10	216
1889-90.	18	4	22	156	21	177	1894-95.	22	2	24	206	10	216

* Building owned by first six divisions given up at end of the school year.

† Chamberlain building not counted.

‡ One used for Normal, 14 for High, 1 for supervising principal's office, 6 for industrial schools, 1 for retiring room, and 1 basement room at Stevens.

§ Eight rooms for industrial schools.

- Number of grammar and primary schools, 233.

TABLE VIII.—*Showing growth of the schools of the seventh and eighth divisions during the last twenty-eight years.*

Year.	Number of schools.	Number of teachers.	Number of pupils.	Year.	Number of schools.	Number of teachers.	Number of pupils.
1867-68.	41	41	2,300	1881-82.	130	143	8,303
1868-69.	52	52	3,000	1882-83.	135	147	8,735
1869-70.	66	63	3,650	1883-84.	140	154	9,181
1870-71.	68	66	4,986	1884-85.	149	162	9,614
1871-72.	75	78	4,661	1885-86.	161	171	10,158
1872-73.	76	86	5,188	1886-87.	168	182	10,365
1873-74.	74	87	5,280	1887-88.	176	191	11,040
1874-75.	75	89	5,489	1888-89.	186	202	11,170
1875-76.	76	90	5,454	1889-90.	197	216	11,438
1876-77.	79	92	5,954	1890-91.	214	230	12,132
1877-78.	96	109	6,515	1891-92.	224	244	12,280
1878-79.	108	119	7,731	1892-93.	229	258	12,329
1879-80.	117	130	8,080	1893-94.	236	272	12,233
1880-81.	121	134	8,164	1894-95.	246	286	12,479

TABLE IX.—*Showing whole enrollment of pupils in each grade, by sexes, in the seventh and eighth divisions for the school year ending June 30, 1895.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School.....	3	23	26	0.21
High School.....	197	421	618	4.95
Eighth.....	227	296	523	4.19
Seventh.....	311	407	718	5.76
Sixth.....	421	550	971	7.78
Fifth.....	532	695	1,227	9.83
Fourth.....	657	859	1,516	12.15
Third.....	860	1,123	1,983	15.89
Second.....	899	1,174	2,073	16.61
First.....	1,225	1,599	2,824	22.63
Total.....	5,332	7,147	12,479	100
SUMMARY.				
Normal and High schools.....	200	444	644	5.16
Grammar schools.....	1,491	1,948	3,439	27.56
Primary schools.....	3,641	4,755	8,396	67.28
Total.....	5,332	7,147	12,479	100

List of schoolhouses owned, with their respective locations and the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms
	High School.....	M street, between First street and New Jersey avenue NW.....	.....
7	Sumner.....	Seventeenth and M streets NW.....	10
7	Stevens.....	Twenty-first street, between K and L streets NW.....	18
7	Magruder.....	M street, between Sixteenth and Seventeenth streets NW.....	8
7	Wormley.....	Prospect street, between Thirty-third and Thirty-fourth streets NW.....	8
7	Briggs.....	Twenty-second and E streets NW.....	8
7	Garrison.....	Twelfth street, between R and S streets NW.....	8
7	Phillips.....	N street, between Twenty-seventh and Twenty-eighth streets NW.....	8
8 A	Garnet.....	U street, between Vermont avenue and Tenth street NW.....	12
8 A	John F. Cook.....	O street, between Fourth and Fifth streets NW.....	11
8 A	Banneker.....	Third street, between K and L streets NW.....	8
8 A	Jones.....	First and L streets NW.....	8
8 A	Lovejoy.....	Twelfth and D streets NE.....	6
8 A	Slater.....	P street, between North Capitol and First streets NW.....	8
8 A	Logan.....	Third and G streets NE.....	8
8 A	Patterson.....	Vermont avenue, between U and V streets NW.....	8
8 B	Lincoln.....	Second and C streets SE.....	11
8 B	Randall.....	First and I streets SW.....	12
8 B	Giddings.....	G street, between Third and Fourth streets SE.....	8
8 B	Anthony Bowen.....	Ninth and E streets SW.....	8
8 B	Bell.....	First street, between B and C streets SW.....	8
8 B	Ambush.....	L street, between Sixth and Seventh streets SW.....	8

Chamberlain building abandoned as unfit for use. See note † Table VII.

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List of rented schoolhouses, with their respective locations and the number of rooms in each.

Division.	Name of building.	Location of building.	Number of rooms.
8 A	Miller	H street, between Sixth and Seventh streets NW	8
8 A	.....	917 P street NW	2

SEVENTH DIVISION.

WASHINGTON, D. C., June 29, 1895.

DEAR SIR: I beg leave to submit herewith the annual report of the condition of the schools of this division for the year ending June 30, 1895:

Grammar:

Eighth grade	3
Seventh grade	6
Sixth grade	9
Fifth grade	9

Primary:

Fourth grade	10
Third grade	*13
Second grade	*13
First grade	*17
Total	80

Half-day schools.

Building.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Sumner			1	1	2
Magruder					8
Stevens	4	3	1		10
Briggs	4	3	3		8
Wormley	3	2	2	1	3
Wormley	2	1			3
Phillips	2	1			3
Garrison	2				2
Total	17	10	7	2	36

Whole enrollment.

Eighth grade	152	Third grade	700
Seventh grade	294	Second grade	667
Sixth grade	455	First grade	849
Fifth grade	513		
Fourth grade	572	Total	4,202

*Two normal training.

Average enrollment.

Eighth grade.....	122	Third grade.....	561
Seventh grade.....	236	Second grade.....	535
Sixth grade.....	365	First grade.....	681
Fifth grade.....	411	Total.....	3, 370
Fourth grade.....	459		

Average attendance.

Boys.....	1, 398
Girls.....	1, 792
Total.....	3, 190

Number at the close of the year, 3,109.

A comparison of the statistics contained in the foregoing with corresponding items for last year will show a slight falling off during the year just closed, which is readily accounted for in the fact that, in addition to the unusual severity of the winter, the prevalence of smallpox in the city caused many parents to keep their children out of the schools. This cause undoubtedly affected the enrollment in the Sumner, the Magruder, the Stevens, and the Briggs buildings, yet when the hardships of an extremely cold winter and the dangers from contagion are taken into consideration, these statistics show the high esteem in which the schools are held by the community, and furnish cause for congratulation.

Accommodations.

Number of schools in the division.....	80
Number of schoolrooms in the division.....	63
Number of half-day schools in the division.....	36

A glance at the above will show that out of 80 schools 36 are half-day. Of these 36 half-day schools, 2 are of the fourth grade and 7 of the third. No argument is necessary to show that the progress of the schools of the grades last named is greatly impeded by reason of the short session, and that unless additional rooms are furnished in the near future the proper grading of the schools will be made exceedingly difficult.

BUILDINGS.

So much has been said in former reports concerning the dilapidated condition of some of the buildings that I hesitate to again mention them in this report, but a deep sense of duty forbids me to pass over the matter without reminding you that most of the evils, so frequently complained of in the past, not only still exist, but they are constantly aggravated by the lapse of time.

Three rooms in the Sumner building are without the means of proper heating, consequently in extreme weather the schools must either be closed or the children kept in rooms whose atmosphere is the temperature of death. It is earnestly hoped that this matter, upon which the life of so many helpless and confiding children depends, will receive attention before the approach of another winter. The method of dis-

tributing heat in this building is entirely unsatisfactory, and for that reason should be condemned by the school officials, and thus place the responsibility where it belongs.

Most of the buildings are practically without locks to protect the hundreds of free books and other valuable property in them. It is therefore unfair to hold teachers responsible for property which the condition of the buildings renders them powerless to protect.

In most of the buildings the janitors are without the conveniences which are absolutely indispensable in the proper discharge of their important and justly exacting duties. They are required to mop the hall floors and stairways every week, yet they have no facilities provided for heating water for this purpose. It is like requiring them to make bricks without straw. It is requiring them to do work which surrounding conditions render very difficult.

SCHOOL WORK.

I can not commend too highly the honest, unselfish, and persistent efforts which most of the teachers are making in their work. Yet much labor is wasted because it is not directed by that intelligence which comes from a knowledge of the philosophy of the principles upon which scientific teaching is founded.

Most teachers are using good methods; but method is dead unless it is wielded by one who has mastered the philosophy upon which it is based. Every effort has been made to lead teachers to appreciate the importance of this vital fact and to form the habit of professional reading and study.

Near the close of the year written tests were given in spelling, grammar, geography, history, arithmetic, and constitution, with excellent results in many schools and quite satisfactory in nearly all.

FREE TEXT-BOOKS.

As I have intimated elsewhere, the care of so many books imposes quite a task upon the teachers. This is especially true where one room is occupied by two schools, and where there is no closet in which to store the books; yet, notwithstanding these disadvantages, the teachers have been remarkably successful in the preservation of books.

The comparatively small number of books lost and not replaced speaks well, not only for the diligence of the teachers, but for the honesty of our pupils.

Number of books lost and not paid for.....	25
Number of books destroyed by health office because of contagion.....	340

CONCLUSION.

The great interest taken in the schools by the parents is shown by the large number of visits last year, 3,058.

The excellent condition of the schools is due in no small degree to the prompt and willing cooperation of the parents.

In closing, I wish to commend to you and the community the teachers of this division as a body of earnest, faithful women and men, possessing in a good degree those qualities of mind and character which form the very foundation of professional success.

Very respectfully,

H. P. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

EIGHTH DIVISION A.

WASHINGTON, D. C., June 29, 1895.

DEAR SIR: The whole number of pupils enrolled in the schools of this division was 4,060. The highest enrollment occurred in October, and the lowest in June—due to the fact that many are called upon to earn wages to help support themselves or other members of the family. The uniformly good attendance argues a proper appreciation of the schools by the people, and also evidences the deep and abiding interest on the part of the scholars. A most gratifying showing is made in the matter of tardiness. When the fact is considered that among the pupils hundreds are compelled to get themselves ready for school during the absence of parents, we may congratulate ourselves with the thought that the value of punctuality has found a lodgment in the minds of the children, and is destined to play an important part in their after life.

Notwithstanding this excellent showing as to attendance, there are hundreds of children out of school. The indifference of parents, poverty, indifference on the part of teachers, failure to make the school-room pleasant and attractive, and failure to be in proper touch with homes and parents, may be mentioned as prominent causes of this non-attendance. The prevalence of smallpox seriously interfered with the attendance. The prompt and efficient action of the health department in the matter of vaccination and fumigation allayed fears and reduced the danger of contagion to the minimum. The neglect to participate in the benefits offered by the schools by so large a number is a serious matter. The free text-books and supplies render education free as the air, and the arm of the law should be invoked to place the nonattendants in the schoolroom.

SCHOOL BUILDINGS.

In this division are found eight buildings owned by the Government and one two-room rented building. This is an increase of one eight-room building—the Patterson, on Vermont avenue, between U and V streets northwest. The light, heat, and ventilation in most of these are excellent. Many repairs are needed, such as outside and inside

painting, kalsomining the interior walls, and the fitting of locks and keys to the doors, desks, and closets. The basement room, used for school purposes, at the John F. Cook building should be abandoned, because of poor light, poor ventilation, and poor heat. This room can be well used as a room for pupils during wet and inclement weather, where clothing can be dried, and the girls, at least, afforded a place for assembling. This is all the more imperative because no playgrounds or play-rooms are attached to this school.

The Lovejoy building is without any place for pupils during bad weather, consequently their physical health suffers.

APPLIANCES.

The schoolrooms are quite well supplied with maps, charts, blackboards, and reference books, but they yet need others to teach successfully the subjects embraced in the course of study. School libraries are found in nearly all the buildings, but they are small and their growth is dependent on the efforts of teachers and pupils through concerts and other entertainments. Could these be annually aided by a fixed fund and a systematic effort made to utilize them in the education of the young, no more pleasing and profitable means could be found to develop right tastes and to strengthen the mind.

Attention is called to the necessity of adapting the desks and seats of the pupils to the individual needs. Every schoolroom has cases where the scholar is forced to occupy a position hurtful to the bodily health and growth. These misfits are extreme in some instances, due to the fact that numbers of our pupils are from the country, where their physical has far outrun their mental growth.

HALF-DAY SCHOOLS.

The limited accommodation in the vicinity of Banneker, Jones, and Logan buildings made it necessary to place six third and two fourth grade schools on half time in these buildings. This is a hardship and an injury falling alike upon teacher and pupil, for these schools are virtually expected to attain nearly, if not quite, the same results as the whole-day schools.

MEETINGS.

GRADE.

These are in the nature of conferences between the supervisor and the corps of teachers for the purpose of unifying the work, stimulating, suggesting, and encouraging. By this method the work can be articulated and the teaching concentrated.

The scope and aim of the science work especially was noted. The teachers were impressed with the truth that the purpose of this part of the curriculum was not the mere garnering of facts, but mental activity induced by the proper presentation of the subject; the living rather

than the dead specimen—the object rather than the picture—in short, the pupil was simply to be placed in the most favorable attitude to observe, reflect, and express in good idiomatic language the results of his own investigation.

The teachers showed commendable enthusiasm and did good work considering the difficulties which naturally beset such a subject.

LITERARY.

During the term the whole body of teachers met at the High School and formed an association having for its purpose to cement the corps more closely together, to enlarge their views and to strengthen and freshen their minds. The exercises consisted of music, select readings, recitations, discussions, and the presentation of papers bearing on the work of education. Each of the supervisors read papers during the year, and Dr. Klemm, of the Bureau of Education, gave a masterly lecture on Herbart.

PORTRAIT OF HON. JAMES W. PATTERSON.

Through the munificence and kindness of the widow a very fine likeness of Mr. Patterson was presented to the school named in his honor. Gen. John Eaton, ex-United States Commissioner of Education, pronounced a brief and fitting eulogy on this occasion. Hon. B. K. Bruce, the trustee, in well-chosen words accepted the picture, which now hangs on the walls of the schoolroom. Mr. J. Ormond Wilson, who was superintendent during the time Mr. Patterson labored for the cause of public education here, gave an interesting account of the schools, from which we could judge of the marvelous gains made up to the present day.

WORK OF THE SCHOOLS.

Details, perhaps, are uncalled for here, and it may be broadly stated that the teaching of the various subjects has been good. The great body of teachers begin to comprehend that the kingdom of knowledge is one that no topic can be successfully handled in the schoolroom without a proper grasp of its relations to the others and to the apprehending fund of ideas already possessed by the learner. Hence concentration and correlation are gradually assuming significance in teaching. In number, the philosophy, if I may so say, rather than the usual textbook arrangement has received especial stress in grades able to appreciate such treatment. Thus shorn of much that savored of the mysterious, and casting aside nonessentials, more time was allowed for acquiring skill in processes and command of the fundamental elements of the science. The ability to do after getting the principle concealed in a mass of verbiage is the one thing needful among pupils, of whom so many are compelled to withdraw from school so early. Instead of disregarding the mathematical capital brought to school by every six

year old, the aim has been to ascertain what and how much, and then give full credit for it making it the nucleus of progress in the school-room.

In geography and science the spirit of observation and personal investigation has been evident in the excursions made into the surrounding sections. Stress was put upon cause and effect in these branches. Language has received the time and attention commensurate with its importance. Included in this are composition writing, technical grammar, and reading. It is a fact that our pupils in the advanced grades do not manifest as much power and skill in the use of the vernacular as they should.

Possibly the idea that the analytical study of the grammar makes style and gives skill in the use of language obtains widely among many of the instructors. Hence there appears neglect to devote urgent attention to the masters of English, whose careful study will make style and enrich the working vocabulary.

The reading habit must be cultivated among the pupils by the teacher. Noble thoughts and ideals should be created in school, for often the only refining influence of a pupil's life is found in the school. During the session the supervisor gave considerable attention to this matter suggesting that much benefit would result to the classes.

SUBSTITUTES.

The school suffered greatly by the absence of teachers, no matter how good the substitute. The number of days teachers were absent from their posts because of sickness and for other reasons was 389½. This resulted in great loss to these schools. Selection of teachers should be based on health as well as intellect. The teacher owes the best to the school, and hence the preservation of her health is a vital point. It is suggested, may urged, that those who are put upon the regular substitute list be ordered to spend time in the schools, that they may learn to govern and teach, and that such be given the preference in substituting. The general opinion is that the substitute who "holds" a school well is the most desirable.

DISCIPLINE.

Many times pupils are transferred from one teacher or school building to save from being suspended—cast into the street. Patience, forbearance, and firmness are needed to control and save. The majority of the corps realize that the schoolroom must hold within its bounds the unruly boys and girls, lest they become crime-stained in the eye of the law. This explains the few suspensions and dismissals reported. Partial reformation usually costs more than the prevention of deformation; therefore attention is again herewith called to the importance of establishing kindergartens in connection with the public schools. Noble ideals can be erected in their minds early; they may early

become humanized, and thus be less liable to become brutalized by daily, for years, drinking in the poisonous influences of the street and an environment that tends to sap the moral nature.

THE TEACHING FORCE

The 83 schools of this division were taught by 80 females and 3 males, the largest percentage of whom are the direct product of these schools. As a body, they are earnest, faithful, and progressive, ready to act on suggestions made. Improvement is seen in knowledge of what should be taught and in skill to teach. Here let it be said that the highest qualification in a teacher is a good heart rather than a refined method or unlimited information; and constantly, in season and out season, the moral element of her make-up has been emphasized. The living, acting example molds and enfibers rather than precept or argument. From the teacher, whether consciously or unconsciously, there streams an influence for good or evil. Would that it might from all be like the healing power emanating from the Sinless Teacher.

DEATH.

After years of long service, Miss Sarah J. Jones was taken from the work. Faithful, earnest, honest, she exerted a salutary influence in the discharge of duty. Pupils went from her presence better in thought, in self-control, more able and willing to see the right and with more will power to pursue it.

Returning thanks to the local committees and yourself for advice, courtesy, and cooperation, I am,

Very respectfully,

W. S. MONTGOMERY,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

EIGHTH DIVISION B.

WASHINGTON, D. C., June 29, 1895.

DEAR SIR: I forward you herewith the statistical reports of my schools for the year ending June 30, 1895.

In submitting them I wish to call attention to the urgent necessity for a new building on the old Bowen site. The plastering has fallen so frequently and in such quantities during the year that the teachers and pupils have been in constant danger.

Immediate attention should be given to the Bell School. The dry-closet system in that building has proven a failure and should be removed.

My schools have done very satisfactory work during the year, and my teachers have shown great earnestness and enthusiasm both in the matter of doing good teaching and in fitting themselves for the very best possible work.

I desire to acknowledge the courtesies received from you and the local trustee.

Yours, respectfully,

JAMES H. N. WARING,
Supervising Principal.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

HIGH SCHOOL.

WASHINGTON, D. C., *June 29, 1895.*

DEAR SIR: I have the honor to submit herewith my annual report for the year ending June 30, 1895.

Numbers and attendance.

Number of pupils readmitted from previous year.....	297
Number admitted at the beginning of the year.....	269
Number subsequently admitted.....	52
Whole number enrolled (girls, 421; boys, 197).....	618
Number of withdrawals.....	101
Number at close of the year (girls, 355; boys, 162).....	517
Average number enrolled.....	550
Average number in daily attendance.....	528
Percentage of attendance.....	96

By months.

Month.	Average enrollment.	Average attendance.	Percentage.
September.....	577.7	564.8	97.7
October.....	583.0	563.6	96.6
November.....	566.6	544.7	96.1
December.....	561.5	535.9	95.4
January.....	549.0	523.1	95.2
February.....	546.7	525.2	96.0
March.....	537.9	515.3	95.7
April.....	533.3	507.1	95.0
May.....	527.4	502.8	95.3
June.....	514.0	503.3	96.9

How distributed.

Course.	Number in first year.	Number in second year.	Number in third year.	Number in fourth year.
Academic.....	126	93	65	42
Scientific.....	128	15	13	.....
Technical.....	2	.....	.....	.....
Business.....	65	69	.....	.....
Total.....	321	177	78	42

Table showing growth of the school.

Year.	Number of teachers.	Whole enrollment.			Number of grad- uates.
		Boys.	Girls.	Total.	
1884-85.....	4	22	150	172	28
1885-86.....	6	37	210	247	33
1886-87.....	8	51	225	276	39
1887-88.....	9	73	288	361	51
1888-89.....	11	81	375	416	67
1889-90.....	12	64	281	345	41
1890-91.....	14	82	294	376	86
1891-92.....	17	104	303	407	69
1892-93.....	18	117	327	444	90
1893-94.....	19	140	320	460	99
1894-95.....	22	197	421	618	131

BUILDING AND ACCOMMODATIONS.

The pupils of this High School were transferred from the Miner building on Seventeenth street NW., between P and Q streets, to the present building on M street, between First street and New Jersey avenue NW., in September, 1891, when there were 407 pupils. This building contains 12 regular classrooms—6 large rooms, seating 40 pupils each, and 6 small rooms, seating 34 each—thus accommodating 444 pupils. There are two study halls, one assembly hall, and the laboratories necessary to a high school, and also two rooms for drawing.

The increase of the school, during the last year especially, has rendered the building entirely too small. We were compelled to take the botanical recitation room for a class in the business course; to divide up one study hall into two permanent classrooms by a lath and plaster partition, and appropriate the other study hall to two regular classes; thus leaving us without any study halls, which are essential to all high schools.

A building erected to accommodate 444 pupils was thus compelled to receive 618. It is evident that this must have been done at the expense of the value of study halls to the pupils, and was injurious to the good order and discipline of the school.

In view of these facts, we earnestly hope that this building will be enlarged at the earliest opportunity so as to accommodate the present excess and provide for future growth. If we may judge from the number recommended for promotion from the eighth grade this year to the High School (which has been a correct basis of calculation during the last ten years,) there will be about 700 pupils in this school that was built to accommodate 444.

The pupils of the colored schools labor under sufficient necessary disadvantages, resulting from their circumstances and environments, without placing unnecessary difficulties in their path, and thus handicapping them in their struggle to qualify themselves for usefulness.

There is a large vacant lot in the rear, which could doubtless be secured for this purpose at a much cheaper rate now than when built upon hereafter.

INSTRUCTION.

Two new courses of study have been added by the trustees to the three previously existing, thus making five courses in all. The two new courses are the language and the technical courses. The three previously established are the academic, the scientific, and the business course.

We are very much gratified that the trustees have decided to establish a technical course. We have repeatedly urged this in our annual reports, and we have no doubt it will accomplish great good.

It is now agreed among all progressive educators that a purely theoretical knowledge is incomplete and unsatisfactory. A knowledge of the general principles must be supplemented by abundant experiments and practical illustrations.

This is especially evident in scientific work. More time is given to experiment in the laboratory than to the exposition of theories in the classroom.

Manual training in the technical course is raised to an equality with the literary studies of its own and the other courses, and thus, instead of having one hour a week as formerly, it has four hours a week.

My only regret is that more time is not given to manual training and drawing, and we earnestly hope that the trustees will increase the time as soon as they see the advantages of the change made.

The courses of study are as follows:

Courses of study outlined.

Year.	Academic.	Scientific.	Language.	Technical.*	Business.*
First	English. History. Algebra. Latin. Zoology.	English. History. Algebra. German. Zoology.	English. French. German. Algebra.	English. French or German. Algebra. Manual Training. Drawing.	English. Business Arithmetic. Bookkeeping. Penmanship. Shorthand. <i>Type Writing or Mechanical Drawing.</i>
Second	English. Greek. Latin. Physics or Chemistry.	English. History. French. Geometry. German. Physics or Chemistry.	English and English History. French. German. Geometry.	English. French or German. Physics. Geometry. Manual Training. Drawing.	English. Bookkeeping and Business Practices. Commercial Law and Commercial Geography. Shorthand and Type Writing. <i>Advanced Mechanical Drawing.</i>
Third	Latin. English. French. German. Greek. Botany or Chemistry and Mineralogy or Advanced Physics. Political Economy. Trigonometry and Surveying or History.	German. English. Botany or Chemistry and Mineralogy or Advanced Physics. French. Political Economy. Trigonometry and Surveying or History.	English. French. German. Physics or Chemistry. History. Political Economy. Trigonometry and Surveying.	English. French or German. Physics or Chemistry. Manual Training. Drawing.	Each year of this course is complete in itself.
Fourth	Latin. English. Advanced Botany or Chemistry or Physics. Greek. Geology. History. Analytical Geometry and College Algebra. French. German.	German. English. Advanced Botany or Chemistry or Physics. Geology. History. Analytical Geometry and College Algebra. French.	English. French. German. History. Geology. Analytical Geometry and College Algebra.	English. French or German. Physics or Chemistry. Review Mathematics. Manual Training. Drawing.	*This course does not prepare for the Normal School.

Elective studies are printed in *italics*; all others are prescribed.

A general exercise in music is optional, except for Normal School candidates, for whom it is prescribed.

Candidates for diplomas must pursue all the prescribed studies and at least four studies in every year. Students who from any cause fail to meet this requirement are enrolled as "unclassified," and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college can make special arrangement of their courses upon written application to the principal. This must be done by pupils of the second year who elect Greek.

MARKING AND DISCIPLINE.

As we have found no reason for making any change in our method of marking and discipline, we shall simply repeat what we said on these subjects last year, with this additional remark: that it was more difficult to maintain proper discipline this year on account of the crowded state of the building, as we have explained in the beginning of this report.

We have pursued the same course this year that we have for the two years previous in ascertaining and determining the scholarship and deportment of pupils. The recitations are marked when made, and at the end of each quarter those pupils who have not attained an average of 75 in each study are required to enter the examination in that study.

The attendance and behavior of pupils are also essential elements of exemption from examination. Those who are absent from school more than three days in a quarter must enter all the examinations for that quarter, while those whose record is below 85 in deportment in any quarter must enter the examinations for that quarter. Thus, anyone of the three things mentioned—scholarship, attendance, and deportment—may compel a pupil to enter the examinations.

The pupils are required to make an annual average of 65 per cent in each major or daily study and 50 per cent in each minor or weekly study, for the purpose of unconditional promotion or graduation. Pupils who are promoted conditionally must remove the condition by an examination at the beginning of the next school year or remain unclassified, and can not graduate until they pass a satisfactory examination.

Our experience has satisfied us that this method is sufficient to call forth the highest exertion on the part of the pupils in their scholarship, and it also affects the attendance and deportment most favorably.

We are aware that the system of marking recitations and examinations is not perfect; teachers differ in estimating the value of an answer; but nothing yet has been discovered to supersede this method, and when applied with ordinary common sense it affords the nearest approximation to justice and impartiality, acts as the greatest stimulus to careful preparation, and gives the greatest satisfaction to the majority of both pupils and teachers. The desire to excel others may not arise from the noblest motives, but it certainly is an incentive to the highest effort and development of the pupils.

I shall now state briefly the amount and nature of the work performed in each subject, the number of pupils in each, and the number of hours spent on each subject.

ACADEMIC, SCIENTIFIC, AND TECHNICAL COURSES.

ENGLISH.

Number of pupils: First year, 256; second year, 108; third year, 78; fourth year, 42.

In the first year three hours a week are given to English. The time is too short. This should be the most important study in the entire course. More time and attention should be given to it before and after the pupils enter the High School, especially in view of their circumstances and environments.

The course pursued is as follows: The first quarter was spent in studying the structure of sentences and in note and letter writing. The

second quarter was devoted to the study of Tennyson's *Idyls of the King*. Each week written exercises in simple description and narration were required. During the third and fourth quarters Dickens's *Tale of Two Cities* and Macauley's *Warren Hastings* were read. In connection with the reading special attention was given to the structure of sentences, words, and figures of speech. The lives of Dickens, Tennyson, and Macauley were also studied.

In the second year but two hours a week were given to English. The class room reading during the year was confined to Shakespeare's *Merchant of Venice* and Addison's *Sir Roger de Coverly Papers*. Written exercises on the characters and scenes described were prepared. The pupils were required to read out of class other Shakespearean comedies and report upon them. Throughout the year the principles of rhetoric were studied in connection with the reading and writing.

The third-year class read the first two books of Milton's *Paradise Lost*, Shakespeare's *Hamlet* and *Macbeth*, and a general review was made of English literature from the earliest period to the period of Queen Anne, especial attention being directed to the rise of the English drama. Original essays were written upon the characters in plays studied, and afterwards the opinions of critics read and noted. Portions of both Milton and Shakespeare were memorized.

The fourth-year class read two books of Milton's *Paradise Lost*, Shakespeare's *Macbeth* and *King Lear*, and a general review was made of English literature from the earliest period through the Miltonian era. For supplementary work Shakespeare's *Twelfth Night* and *Midsummer Night's Dream* were read. Original essays were written upon the principal characters in the plays studied, which were, for the most part, excellent. Afterwards the opinions of leading critics were read and noted. Portions of texts from both Milton and Shakespeare were memorized.

LATIN.

Number of pupils: First year, 126; second year, 93; third year, 65; fourth year, 42.

Five hours a week were given to the Latin classes in the first year, and four in the second, third, and fourth years. The text-book used is Harper and Burgess, *Inductive Method*, which has proved very satisfactory. The pupils read eight chapters of *Cæsar*, Book I, in addition to the work in the text-books. The pupils were thoroughly drilled in Latin forms and emphasis placed on construction, and the understanding and construction of the text in the Latin order.

The classes of the second year read the first three books of *Cæsar's Commentaries*. The written work was Part Third, Collar's *Latin Prose Composition*. The grammar work included all rules of syntax, conditional clauses, purpose and result, indirect discourse, gerund and gerundive constructions, and a review of forms.

The work in the third year covered the first three Orations of Catiline, and Archias. The written work was Part Fourth, Collar's Latin Prose Composition. Special attention was given to the thorough mastering of Latin forms and construction, to the understanding of the text without translating, followed later by a translation in the Latin order and at sight. Special attention was also given to the study of Cicero and his times through his writings.

The fourth-year Latin class completed the six books of Virgil's *Æneid* and read two *Eclogues*.

GREEK.

There were six pupils who elected Greek this year; four in the second and two in the third.

Four hours per week were given to Greek in both years.

The pupils of the second year who began Greek used White's *Beginner's Book* and Goodwin's *Grammar* as text-books. Faithful effort was expended on forms, drill in recognizing them quickly, and completing them when recognized.

The third-year pupils who began Greek the previous year, and were therefore in the second Greek class, read two books of the *Anabasis*. The constructions were carefully explained and dwelt upon. Composition also formed a part of the work.

FRENCH.

Fourteen third-year pupils elected French.

The books—*Livre de lecture et de conversation* and *Historiettes Modernes*—in this course were well chosen, suited to make the study attractive and interesting for the pupils. The verbs received due attention, though approached by a method different from that suggested by the author. French was used entirely in the class, and the pronunciation well mastered. *Le teneur de livres* and *La Coterie de Mézidon* from the *Historiettes Modernes* were read by the pupils.

We are pleased that the study of French has again been placed in in the course by the trustees. The pupils study it with interest and enthusiasm.

GERMAN.

A larger number of pupils entered the scientific course—and therefore elected German—this year than ever.

Number of pupils: First year, 130; second year, 15; third year, scientific, 13; third year, academic, 38; fourth year, 15.

The classes in the first and second years are regular classes in the scientific course. The classes in the third year partly scientific and partly academic, who chose German for the first time. The two classes in the fourth-year academic consisted of those who chose German for the first time and those who elected it in the third year and continued it in the fourth.

The first-year pupils completed Bernhardt's Sprachbuch I, read most of the selections of Es War Einmal, and did considerable translation of English into German.

The pupils did their work enthusiastically, especially considering that the work was entirely new to them.

The aim has been to have them do as much original conversation and translation as the circumstances would allow, in order that they might become acquainted as fully as possible with the simple yet fundamental principles of German grammar.

The second-year pupils read Auerbach's Brigitta. Their grammar work consisted of the article, nouns, and adjectives, with all their modifications, and the preposition. All exercises, of whatever nature, were conducted exclusively in German.

The third-year pupils read Dr. Bernhardt's Excerpt with notes from Schiller's Thirty-Years' War, entitled Gustav Adolph in Deutschland; also a little German comedy, Er ist Nicht Eifersüchtig, by Elz. The fourth, fifth, and sixth periods of German literature were studied, especial attention being paid to the works of Bürger, Klopstock, Wieland, Aerder, Goethe, and Schiller. The class also had frequent exercises in sentence writing, reproductions from anecdotes, and short stories, with grammar work.

The pupils of the fourth-year class, who elected German for the first time, pursued the same course as the pupils of the first-year German classes.

MATHEMATICS.

Algebra (first year).—The number of pupils studying algebra was 212. Five hours per week were given to this study. The course for the first year has been completed. Wentworth's Common School Algebra has been used as a guide, supplemented by exercises from other authorities and original work by the pupils. Attention has been paid to the result desired, that of logical thinking, and the work has been made subservient to that end. Too much importance can not be attached to this branch of the school work, forming, as it does, correct and systematic habits of thought, thus laying the foundation for all work of subsequent years.

Geometry (second year, 108).—The pupils of this year completed the first five books of Wentworth's New Plane and Solid Geometry. Throughout the course great stress has been laid upon clear reasoning, exact definitions, and discriminations of different geometrical figures and their relations. Original demonstrations of propositions from different authors have been required of the pupils from time to time.

Solid geometry and trigonometry (13 third-year pupils).—The work in solid geometry comprised Books VI, VII, and VIII of Wentworth's New Plane and Solid Geometry. The work in both plane and solid geometry has been very satisfactory.

The classes in trigonometry completed Wentworth's Plane Trigonometry. The work was thorough and exhaustive. Great importance was attached to the development of the trigonometric formulas, and the facility of handling the tables connected with the work. Practical problems were given from time to time to increase interest in the study.

HISTORY.

The number of pupils in history was as follows: First year, 256; second year, 108; third year, 9; fourth year, 10. Four hours were given to this subject in the first year, three in the second, and four in the third and fourth years.

The methods pursued in the first and second years were the same as those last year—class recitation, historical journals and papers. Pupils are required to make topical outlines of matter furnished, and the work has proved instructive and beneficial to them. The same text-books—Myer's History of the Eastern Nations and Greece and Allen's History of the Roman People, in the first year; and Myer's General History and Montgomery's Leading Facts in English History, in the second year—were used. Sheldon's History was used as a reference book with profit.

In the third year the pupils studied Fiske's Civil Government and Ely's Outlines of Political Economy. They completed the first and nearly completed the second.

In the fourth year the pupils studied McKenzie's Nineteenth Century and Guizot's History of Civilization. History was elective with the pupils of the third and fourth years, and the zeal and enthusiasm with which they pursued their study showed how interested they were in the subject.

PHYSICS.

Number of pupils: Second year, 108; third year, 64; fourth year, 9. Five hours a week were given to this subject in the second, third, and fourth years.

The second-year classes pursued the course, as laid down in Gage's Introduction to Physical Science, as far as sound.

The third-year classes pursued the same course in light and sound; also the useful application of electricity.

The fourth-year classes pursued the course as laid down in Thompson's Elements of Electricity and Magnetism. Some attention was also given to electrical construction and other practical electrical engineering.

CHEMISTRY.

The number of pupils in introductory chemistry was 4; in advanced chemistry, 5.

The introductory work this year covered introductory inorganic chemistry and a brief course in organic. The course was five hours a week,

divided into laboratory practice, lectures, recitation work, writing equations and chemical problems. Every effort was made in the laboratory practice to stimulate the observational powers of the students and to lead to independent and original research.

In the advanced work in chemistry, five hours a week, the greater part of the time was spent in the laboratory with one or more hours each week given to recitation or lecture work. A thorough course was given in qualitative analysis, and the remainder of the time given to quantitative analysis. On account of time this was merely introductory, the use of the balance and some simple tests in gravimetric analysis.

BOTANY.

The number of pupils in introductory botany was 3; in advanced, 17. Four hours a week were given to introductory botany. The work comprised recitations, lectures, a consideration of the seven branches of the vegetable kingdom, study of type forms, lectures on histology and physiology of plants, examination of groups of plants in the Botanical Gardens, and papers prepared by students. During the fourth quarter the work consisted mainly of plant analysis and the preparation of an herbarium.

Advanced botany, three hours a week. The course comprised the following studies: A complete and thorough study of all parts of the plant and their modifications, study of germination (observational work), a systematic study of several orders, microscopical measurements and methods, microscopical work in histology of plants and cryptogamic botany, with drawings; papers on original investigations, before the class, by students; preparation of permanent mounts; special studies carried on throughout the year in the nature of a thesis.

GEOLOGY.

Number of pupils, 26. Time, three hours a week. The subject was introduced this year. The work consisted of recitations, weekly topic and papers bearing on the science, examinations of rocks, various formations, etc., and field work. Advantage was taken of the course of lectures given before the Geological Society of Washington, D. C., at the National Museum.

ZOOLOGY.

Number of pupils, 256. This subject is confined to the first year academic and scientific courses, one hour per week. This time is only sufficient to form a very general idea of the subject. The pupils show the deepest interest and readily furnish specimens of the various animals required to illustrate the development of life in its simplest forms.

BUSINESS COURSE.

ENGLISH.

Number of pupils: First year, 65; second year, 69. Time, four hours a week throughout the year.

The pupils of the first year gave attention to the common errors in English, as taught in Lockwood's Lessons in English Punctuation and Letter Writing. They read Dickens's Cricket on the Hearth, Christmas Carol, and Irving's Sketch Book; and were required to reproduce in written form a large portion of their reading. They were also given a great deal of practice in writing business letters.

The pupils of the second year also read Dickens's Christmas Carol, Longfellow's Courtship of Miles Standish, Shakespeare's Merchant of Venice, and biographical sketches of the most noted authors. Special attention was paid to punctuation, capitalization, syntax, figures, and business letter-writing.

SHORTHAND.

Number of pupils, 134: First year, 65; second year, 69. Three hours a week were given to the first-year class, and four to the second.

The course in the first year did not differ materially from that of the preceding year. The principles as contained in the manual were carefully studied, in connection with such letters and extracts as were suitable for applying them. In all stages of the work due care was taken to have the pupils form habits of accuracy and neatness.

In the second year the first half of the term was devoted to a thorough study of the principles contained in the Reporter's Companion. Along with this work, the pupils were required to write such letters and extracts as would serve to impress upon the mind the principles coming under their notice. The rest of the year was devoted largely to the dictation of letters, legal papers, and miscellaneous matter.

BOOKKEEPING.

Number of pupils, 134: First year, 65; second year, 69. Five hours a week were given to this subject.

By the introduction of a new text-book, Robertson's, this year the pupils dispensed with single entry altogether and entered at once upon the subject of double entry.

By the methods employed the pupils acquired a full and clear understanding of the relation between the debtor and the creditor; of resources and liabilities; of real or financial and business or representative accounts. All of the commercial correspondence and business paper involved in the transactions of the sets worked this year had to be studied, written out, and handed in by the pupils, the aim in all cases being to make the work as practical as possible.

The fourth quarter was largely devoted to a study of the theory and practice of banking. The leading principles of the national-banking

act were discussed, after which the pupils wrote up a set comprising several days' transactions.

ARITHMETIC.

Number of pupils: First year, 65. Time, three hours per week.

The work in arithmetic was made very practical. The pupils in every instance were made to assume the position of the parties involved in the examples and to work out the examples accordingly and also to furnish the commercial paper used by the parties. The aim has been to assist the pupils to a thorough knowledge of all the different principles employed in a business arithmetic, and to secure first accuracy and then rapidity in all the work. Considerable mental work has been given in this subject this year.

TYPEWRITING.

Number of pupils: First year, 65; second year, 69. Time, three hours per week.

The first year: In the first lessons in typewriting the aim was to bring out the proper method of fingering. Much watchfulness was exercised to see that the pupils properly fingered all matter given them. Care was taken to give work in the execution of which the pupils would gain a full knowledge of the different parts of the machine and learn their uses.

In the second year, copying plain matter, tabular statements, and various law forms is the work performed by the pupils.

The small number of machines (17) owned by the school makes it impossible to give each class the full time allowed each week, three hours, there being twice as many pupils in each class as machines. The pupils therefore had but one and one-half hours per week. They were therefore unable to perform the quantity of work required or attain the proficiency desired.

COMMERCIAL LAW.

This subject was taught to the pupils of the second year during the first and second quarters by a series of lectures and examinations. The subjects of the lectures were: The sources of law, contracts, agency, partnership, corporations, sale, and commercial paper.

In the oral and written examinations that followed the lectures the pupils were made thoroughly familiar with the subjects.

COMMERCIAL GEOGRAPHY.

This subject was taught to the pupils of the second year in the same manner as commercial law, viz, by a series of lectures and examinations.

The subjects of the lectures were a description of mathematical, physical, and political geography; commercial highways; the area, position, products, exports, and imports of the chief commercial nations—the United States, Great Britain, France, Germany, and other countries.

PENMANSHIP.

Preparatory to each recitation the pupils were drilled in quickly assuming the correct writing position and in all the movement exercises. Comfort of position, freeness and ease in writing, together with accuracy, were always sought.

The theory of penmanship was learned through and by the means of practical writing, by calling the attention of the pupils to the height, width, turns, and style of every letter, figure, and character used in the lesson. Beautiful examples of accurately written letters, promissory notes, drafts, checks, bills, billheads, etc., were placed before the pupils for imitation.

To remove to some extent the timidity and slowness generally found in pupils, and to secure freedom in writing, frequent dictation was given. In order to keep alive the interest of the pupils, and break the monotony that generally attends lessons in penmanship, variety characterized all of the recitations, and in the dictation exercises short fables, interesting letters, choice quotations, etc., were selected.

Good penmanship, which is so essential to successful business qualifications, would be better promoted if more attention was given it before the pupils enter the High School.

It is almost impossible to change a bad penman into a good one by one year's work in the High School, during which two hours a week are given to the subject.

The penmanship of an applicant makes the first impression. No matter how well qualified the applicant may be otherwise a prejudice is immediately created against him if his penmanship is poor.

DRAWING.

All the pupils of the school were required to attend the regular classes in drawing one hour each week throughout the year. The pupils of the business course who elected mechanical drawing gave two hours a week. The special classes in wood carving and painting were optional, and were composed of pupils selected by the director of drawing on account of their aptness and willingness to give additional time from their study hours to the subject.

They gave from one to two hours additional to special drawing.

MUSIC.

One hour a week throughout the year was given to music.

As the pupils still come to the High School from the grammar grades in all stages of advancement, it is difficult to classify them so as to make the progress desirable. If all who enter the High School could start at a certain stage in music, as they do in other studies, greater and more satisfactory progress would be made, and a higher advancement attained by the end of the four years' course.

MANUAL TRAINING.

Two hours per week were given to the classes in manual training by those pupils who took it in addition to their regular studies; five hours by the boys who took the technical course. The adoption of the technical course will doubtless enlarge the number who will take that course so as to obtain the advantages of manual training. As I have explained in an earlier part of this report, the adoption of the technical course was not known to us until the day school opened, and it was then too late to explain the matter so as to obtain a large number of pupils.

MILITARY DRILL.

Ninety boys voluntarily enlisted in the military department this year, and we were therefore able to form a battalion. They gave three hours a week to drilling under Capt. Arthur Brooks, of Company A, Separate Battalion, National Guard, District of Columbia.

They made three public appearances this year. They paraded on February 22, Washington's birthday, marching down Third street to Pennsylvania avenue, thence to Twenty-second street NW., thence to K street and New York avenue to the school. The Capital City band, Mr. E. Hoffman leader, generously tendered their services gratuitously. Company A, District National Guard, tendered their services as escort. Both were accepted.

The two companies competed in a drill of the manual of arms for a gold medal at a concert given by the school for the benefit of the library in the assembly hall of the school May 4. Capt. C. H. Durand, Lieut. J. F. Grant, and Lieut. E. L. Webster were the judges. Maj. George W. Harries, of the board of trustees, presented the medal to Capt. H. D. Burwell, of Company A, who were declared the victors after a keen and exciting contest.

The battalion was invited by the trustees and superintendent to appear in a competitive drill at the entertainment given at Convention Hall, June 14, for the benefit of the fund to prepare exhibits for the Atlanta Exposition. Company A again won the gold medal offered on this occasion. Captain Domer, of the National Fencibles, and Colonel Reichelderfer, assistant military instructor of the Central High School, acted as judges on this occasion.

The public appearances of the battalion redounded to their credit, if we may judge by the enthusiasm with which they were greeted by their audiences on the occasions referred to above.

LIBRARY.

We have a library of about 1,000 volumes of standard works of fiction, history, and biography, and 85 volumes of encyclopedias and dictionaries. A part of these books were donated, and the remainder were purchased by the pupils from the proceeds of entertainments given by them

for that purpose. The encyclopedias and dictionaries are for the purpose of consultation and reference by the pupils at school. The other books are intended to furnish the pupils with entertaining and instructive reading at home, and are greatly appreciated by them.

The library is a valuable adjunct to the course in English. Our only regret is that it is entirely too small and unable to supply the demand of 600 pupils. It would be a profitable investment to spend a small sum from the contingent fund each year to enlarge the library, and thus keep pace with the demands on it.

COOKING.

Forty girls received instruction in cooking one hour each week during the year. As they attend the cooking school in the seventh and eighth grades they complete the course of three years during the first year of the High School. I must repeat the criticism made on this course last year, viz, "that the teachers of cooking justly complain of the shortness of time given for that purpose, and their inability to do the pupils justice on that account." If the same plan of placing cooking in lieu of a regular major study were adopted, that as has been done in the case of manual training in the technical course, it would greatly benefit the pupils and the important science of cooking.

PHYSICAL CULTURE.

The work of the teacher of physical culture has been of great benefit to the pupils. All the girls were required to take the lessons once a week, unless excused upon a physician's certificate. The exercise lasted a half hour. The teacher of physical culture will doubtless describe the nature and purpose of the exercises fully, and I shall not therefore anticipate her. Suffice it to say that the effect of the exercises was noticed in the graceful carriage and erect posture of the girls, and I have no doubt that their health was greatly benefited.

RHETORICAL EXERCISES.

These exercises are held in each class room during the last hour of each Friday afternoon, with the exception of the last Friday in each month, when general exercises are held in the assembly hall of the school, when all the pupils are required to attend. The exercises consist of literary and musical performances, both vocal and instrumental.

The exercises are of great benefit and pleasure to the pupils, and are looked forward to with great eagerness by them. They consider it an honor to be chosen by their teacher or classmates to represent the class on such occasions.

These exercises are public, and the parents and friends often visit the school on such occasions.

GRADUATION.

The graduating exercises were held June 19, in the Academy of Music. There were 131 graduates—79 from the academic course, 10 from the scientific course, and 42 from the business course.

The following is the order of exercises:

Overture, "Transformation," Schlepegrell; March, "High School," Fanciulli. Invocation. Selection, "An Evening Out," Moses; Salutory, "Commerce as a Factor in Civilization," Lewis R. Bolden; Essay, "Woman and the Higher Education," Jennie R. L. Jones; Concert Mazurka, "La Mausme," Gunne; Essay, "True Heroines," Jennetta F. Garrett; Selection, "New York by Electric Light," Tobani; Oration, "The Outlook," Clarence A. Wright; Concert Waltz, "Jolly Girls," Gungl; Valedictory, Ella Truman. Conferring of Diplomas by Hon. John W. Ross, President Board of Commissioners, District of Columbia. Patrol, "Coxey's Industrial Army," Orth; Address by Rev. S. B. Wallace; "Happy Future," Mason; Benediction; "Move on Galop," Eilenberg.

CONCLUSION.

In conclusion I desire to express my thanks to the teachers for their cordial and hearty cooperation in making the school as successful as it has been. I wish also to acknowledge my indebtedness to the trustee on the High School committee, Hon. B. K. Bruce, and yourself for your advice and uniform courtesies.

F. L. CARDOZO, *Principal.*

Mr. G. F. T. COOK,
Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June 29, 1895.*

DEAR SIR: According to custom, I hereby submit the following as a report of the Normal School of seventh and eighth divisions:

The school opened September 19, 1894, by the admission of 26 pupils—3 males and 23 females. We graduated, June 17, 1895, 2 males and 23 females, one boy being appointed as assistant in High School.

Percentage of attendance, 99.1; average daily attendance, 25; number of forfeitures, 1.

The general attendance was never better; the scholars evinced the greatest enthusiasm for the work, and would not remain away from the school an hour unless compelled to by personal illness or death in immediate family. With such earnestness there has been not the slightest need for discipline outside of that which comes from learning how to study.

The work has been made as systematic and as thorough as possible. Twenty weeks were devoted to the study and application of school management or the "art of so directing school affairs as to produce system, order, and efficiency," "embracing school instrumentalities and the

entire control and direction of the school work." The pupils have studied hard, observed closely, used their common sense, and have gone forth feeling that their chosen field of labor is not a vocation but a high and noble profession, in which they must never cease to labor and to study in order to merit the dignity of a teacher. Self-government has been made the central idea, for all true government is from within. We can only stimulate in others that which is in ourselves—our own aspirations. The ability to manage and control with dignity and tact is the highest essential in school-teaching. More teachers fail at this one point than from any other cause.

Originality and independence are always encouraged and recommended. The true teacher invents and designs her own plans and methods. Others' practice is but suggestive. She studies her pupils' minds, bodies, souls, and surroundings, and prescribes medicines according to the peculiar needs of the individual patient. The mere imitator is out of place in the schoolroom. "Health is vastly more important than wealth;" therefore a teacher who does not observe the laws of health in the management of the schoolroom is criminal. Indeed it easily becomes the primary duty of the teacher to train her pupils to right habits of living. Breathing vitiated air is enervating, renders the pupil listless and inattentive, besides ruining him constitutionally; therefore she should see to it that each child has a sufficient quantity of pure, fresh air, with plenty of well-regulated light. The erect position—sitting, standing, and walking—should be insisted upon, calisthenics regularly given, and hygienic habits of cleanliness and cheerfulness cultivated. Regular lectures on hygiene, physiology, and anatomy have been given by the principal so that each of the class might be made to feel the responsibility resting upon her as care taker of the numbers of small children which she is to handle.

They have been familiarized with the rules and regulations of the schools of the District, their duties to themselves, their schools, their children, and to the parents of the children.

The what to study, when to study, and how to study are of the greatest importance. Effective study elevates. These topics have received most careful consideration as being the key to success in training the young.

METHODS.

While we do not insist upon any special method of teaching the subjects taught in our primary grades, yet preference is given to the phonic method of teaching reading because we believe, when systematically taught, that it is a perfectly natural method. Now, as to the type, phonetic or not, that is not discussed simply because of lack of time; but the power not the name of the letter is used, and since our dictionaries all use the diacritical marks I can see no objection to teaching them as a necessary part of the symbol. Indeed "a" unmarked is

nothing in sound, but *ā* with its cap is the sound name. We have found no difficulty in teaching the true symbol, but, on the contrary, much rapidity has been gained and much more independent work has been accomplished. A child once having learned the characters is able to recognize them and sound them in different combinations, and thus becomes a self-learner, which he can never become by either the alphabet, word, or object method being used exclusively.

Now, Mr. Superintendent, permit me to make one or two suggestions for the benefit of our girls and boys after graduation:

(1) That permanent appointment be made only after satisfactorily completing a year of probation.

(2) That inducements exist to attract the teachers to move forward in their profession and not remain content with what they have been taught in the training school.

(3) That societies be formed to stimulate and instruct by the discussion of practical educational topics.

(4) That conferences be held at least once a month—voluntary gatherings of teachers for the discussion of pedagogic and didactic questions—books and means of instructions reviewed, and newly invented apparatus and materials for object lessons be exhibited.

(5) That a room in the Magruder Building be set aside for this purpose, which may also be used as a gymnasium for normal class.

Thanking yourself and trustees and associate teachers for courtesy and cooperation, I have the honor to remain,

Yours, truly,

L. E. MOTEN, *Principal.*

Mr. G. F. T. COOK,
Superintendent of Public Schools.

MUSIC.

WASHINGTON, D. C., June 29, 1895.

DEAR SIR: In submitting to you our report of the work done in the seventh and eighth divisions during the past school year, and the results accruing therefrom, we are pleased to state that the progress made by our pupils in the study of vocal music has been in most instances very gratifying.

In order to strengthen and give the pupils a more solid foundation, some time was given to dictating scales and exercises for them to write as well as sing, thereby getting a greater amount of individual work and bestowing, by way of recompense, a corresponding degree of benefit.

While it is true that the pupils are ever ready to sing, and manifest much interest and delight in the exercise, it is equally evident that those feelings would be largely intensified and the real study of music greatly

advanced if, in the examinations for promotion, the same amount of importance and as large a number of credits were given for music as is conferred for other studies.

Very respectfully,

H. F. GRANT.

J. T. LAYTON.

Mr. G. F. T. COOK,

Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., June 30, 1895.

DEAR SIR: I take great pleasure in submitting to you a brief report of last year's work.

I shall not attempt to discuss the benefits of drawing, or any particular method or subject connected with it.

I believe any of the suggestions given in the course of study, if faithfully pursued, will yield good results. However, it has been my aim to emphasize those which I thought would be of the most practical benefit. The regular teachers have appreciated my position, and have demonstrated by experience that quality rather than quantity is the thing to be desired.

There can be no doubt but that the coming year will yield a good harvest from the seed sown last year.

The reports from my assistants during the year were uniformly complimentary to the regular teachers. There was a constant increase in interest and a disposition to have their schools do well. I am glad to mention the fact that nearly all of the teachers made regular studies which they submitted to the specials for correction every two weeks. This not only benefited them but also reduced the number of teachers' meetings. I can not say that this method is better than an increased number of meetings, for there can be no doubt about the benefit of occasional meetings.

In addition to the cooperation of the teacher as a means of success the liberal supply of material should be mentioned.

My assistants have faithfully fulfilled their duties.

I have to repeat my recommendation for more assistance in the lower grades.

I am very grateful to you and the trustees for kindness shown during the year.

Very respectfully,

T. W. HUNSTER,

Director of Drawing.

Mr. G. F. T. COOK,

Superintendent of Public Schools.

MANUAL TRAINING.

WASHINGTON, D. C., *June 29, 1895.*

DEAR SIR: The manual training departments of the seventh and eighth divisions were prosperous last year. These branches of education continue to be held in good repute by the parents whose children are taught, and the pupils are attentive and love their work.

Each year we see greater progress and more interest manifested in these branches. Young men who have received our training are now teaching in Lawrenceville, Manassas, Va., Pittsburg, Pa., Wilmington, Del., and this District, and many are working daily at their trade in this city. They frequently speak of their success being due to their training in our schools.

SPECIAL WORK.

We have made special work for the graded schools. Number of articles: Map stands, 42; bookcases, 30, and specimen cases, 36.

Several lectures were given every month to enable the pupils to more thoroughly understand the nature of the wood and metal upon which they worked.

There were 976 pupils sent to the manual training school this year. Last year there were enrolled 809 pupils, making an increase this year of 167.

The course of instruction in this work has been followed as heretofore, beginning by squaring and trimming a piece of lumber 3 inches wide, seven-eighths of an inch thick, and 8 inches long; mortising and tenoning, dovetailing, inlaying, molding by hand ogee, crown ogee, and nosing. The lessons included instructions on the nature and use of tools, instruction and practice in shopdrawing, elementary work with plane, chisel, saw, different kinds of joints, timber splices, cross joints, mortise and tenons, miter and frame work, examples in building, framing, roof trusses, making small articles of furniture, and cabinet work.

TURNING.

A course in wood turning extended through a part of the second and third years. The lessons comprised, first, nature and use of lathe and tools, plain and straight turning, caliper work to different diameters and lengths, simple and compound curves, screw plates and chuck work, hollow and spherical turning; second, a variety of whole and split patent core work, giving the pupils practice in forming irregular shapes in wood with lathe and carving tools, as well as familiarity with the nature and use of patterns for molding.

Owing to the limited time given pupils I find it almost impossible to bring out and develop perfect patterns. I ask for more time for boys who are taking a course in turning.

METAL WORK.

The metal shop consists of 7 forges and 5 lathes. The first lessons are given in forge work, welding, and making of iron hooks, hasps, and staples, hardening and tempering of steel, vise work, chipping and filing in vise benches, instructions on lathe and chucks, drill reamers, taps and dies, gauges, files, cutting tools, and special appliances for machinery, molding, and casting in soft metal. The lessons were so arranged that pupils in making a series of articles may become familiar with the nature of the metals under various conditions, and with successive steps in working it by hand into simple and complex forms, upsetting, bending, cutting, punching, welding by various methods, tool forging, tempering, and hardening. In connection with this work lectures were given on metallurgy and working of metals used in the industrial arts.

The work included cast iron, wrought iron, steel, and brass, plain and cylindrical turning, turning to various diameters and lengths, taper turning, facing with chuck and face plates, drilling (both in drill and lathes), reaming, boring, screw cutting with lathe taps and dies, planing, slotting, etc., with planer and shaper, and milling various forms. Lectures were also given during the year on various subjects connected with machine work in metal, such as forms, constructions, and the use of machines, cutting tools, gearing, gauge screw threads, etc. Some pieces of construction work were given to the classes. All drawings, with dimensions required, were put on the blackboard and then copied on paper by the pupils, thus each one works from his own drawing. This was supplemented when necessary by the actual construction of the lesson by the teacher before the classes by inspection and direction at the bench.

From the interest manifested by pupils, if they were given more time and better accommodation, which a larger shop would afford, far better results would be shown. In this busy world we must have room or we rush against someone.

With many thanks for the cheerful cooperation of teachers, supervising principals, trustees, and yourself, I am,

Very respectfully,

J. H. HILL,

Director of Manual Training.

Mr. G. F. T. COOK,

Superintendent of Public Schools.

COOKING.

WASHINGTON, D. C., *June 29, 1895.*

DEAR SIR: I herewith submit the following details respecting the seventh and eighth divisions schools of cooking for the year 1894-95:

Stevens School, Twenty-first street, between K and L streets NW.:

Number of pupils taught—

Seventh grade	78
Eighth grade	113
Total	191

From Sumner, Stevens, Briggs, and Wormley schools:

Number of lessons given	406
Number of visits for supervision	36
Cost of supplies	\$83.71
Teacher, Miss Helen Johnson.	

Randall School, First and I streets SW.:

Number of pupils taught—

Seventh grade	73
Eighth grade	86
Total	159

From Lincoln, Bell, Giddings, and Randall schools:

Number of lessons given	325
Number of visits for supervision	39
Cost of supplies	\$83.03
Teacher, Miss C. G. Arnold.	

Miller School, 623 H street NW.:

Number of pupils taught in school No. 1—

Seventh grade	72
Eighth grade	56
High School	29
Total	157

From Garnet, Garrison, Patterson, Cook, Banneker, Logan, Jones, and high school:

Number of lessons given	386
Number of visits for supervision	36
Cost of supplies	\$84.18
Teacher, Miss M. E. Ware.	

Miller School, 623 H street NW.:

Number of pupils taught in school No. 2—

Seventh grade	84
Eighth grade	46
High School	20
Total	150

From Garnet, Garrison, Patterson, Cook, Banneker, Logan, Jones, and high school:

Number of lessons given	359
Number of visits for supervision	29
Cost of supplies	\$85.94
Teachers, Misses K. M. Nalle and M. B. Cook.	

RECAPITULATION.

Number pupils taught	657
Number lessons given	1,476
Number visits for supervision	140
Total cost of supplies	\$336.86

The prescribed course of study for the three grades of cooking, fully described in previous reports, was most successfully followed. The great progress made in practical cooking in each school the past year has been most satisfactory and the telling results at the close of each year encourage us to continue to dive deeper into the mysteries of this most important household science in order that our pupils may be the better trained both practically and theoretically. Each year I notice increasing interest manifested by the pupils in the careful study of food products and their value for promoting health. With few exceptions the attendance of the classes was good throughout the term. The refined deportment of our girls while at work in the laboratories is praiseworthy. Our teachers' meetings were well attended and much good resulted; yet I see room for improvement and trust the coming year they will be made more interesting and beneficial. In closing allow me to express my gratitude to yourself and Trustee Cornish, also to my assistants for all efforts to raise the standard of excellence in this department of industrial training.

Very respectfully,

MATTIE B. COOK,
Directress of Cooking.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

HEALTH EXERCISES.

WASHINGTON, D. C., June 29, 1895.

DEAR SIR: I have the honor to submit herewith the report of the department of physical culture for the year ending June, 1895.

The theory of physical culture in a nutshell is this, that the structures and functions of the body increase with use and waste with disuse. The spirit and purpose of our work, therefore, have been to increase and develop the physical body by a scientific exercise of those very powers and forces which constitute it. To accomplish this we have closely followed the plan of work as arranged in the course of study. More particularly we have aimed to improve the carriage of the body, to form habits of correct breathing, and thus secure grace and ease in both locomotion and repose. Incidentally our work had the pleasing advantage of being a recreation for the pupils.

Printed lesson sheets were used for the first time, and were great aids to both teachers and pupils in the performance of their work. A new lesson was given each month in the presence of the teacher, who, when necessary, received additional instruction at the close of the lesson. Each lesson was reviewed by the special teacher before a new one was taught.

In some schools better results were obtained than in others, because of more regularity in the time and manner of work. Lessons in physical culture must have an appointed time and be carried out as any other lesson. When properly taught and agreeable thoughts associated with the simple duties to be performed, the lessons were both a source of pleasure and a means of improvement.

PRIMARY GRADE WORK.

This branch of work was assigned to my assistants, Miss Anita J. Turner and Miss Lula E. Love, who had charge of 119 and 109 scholars, respectively. To these ladies I make grateful acknowledgment of the faithful and efficient execution of their work. In these grades 3,791 lessons were given—219 by myself, 1,791 by Miss Turner, and 1,781 by Miss Love.

HIGH SCHOOL.

I spent three days of every week in the High School, and was able to do more advanced work because of better environments. We began a series of free gymnastics, with varied machinery, running, and walking exercises. This prepared us for the use of light gymnastics to music, such as wands, dumb-bells, and Indian clubs. Sixteen classes were formed, and each was given twenty-five minutes per week. Four hundred and ten lessons were given during the year.

NORMAL SCHOOL.

On Tuesday of each week one hour was spent teaching the work of primary grades to the pupils of the Normal School. Pupil teachers were required to teach the lesson, while the class observed and criticised as follows:

- (1) Ventilation.
- (2) Position of eyes, head, chest, hands, and feet.
- (3) Accuracy of class as a whole; of pupils individually.
- (4) Method of teacher.
- (5) Uniformity.
- (6) Quietness.

Lessons were given by normal pupils in the practice schools, and their work carefully supervised.

In conclusion, I gratefully acknowledge the encouragement and support accorded me by my trustees, superintendent, supervisors, principals, and teachers.

Very respectfully submitted.

HATTIE B. GEORGE,
Directress of Physical Culture.

Mr. G. F. T. COOK,
Superintendent of Public Schools.

SEWING.

WASHINGTON, D. C., *June 29, 1895.*

DEAR SIR: I respectfully submit the following as a report of the work done in the sewing schools, under my supervision, of the seventh and eighth divisions:

The character of the work in the regular sewing classes has been the same as in former years, with slight changes. Improvements have been marked, both in the theory and character of the work, and I feel that the present year has been a profitable one.

The sewing teachers themselves have manifested more interest and worked with more success than formerly. The results of the yearly examinations were very flattering to them.

Regular monthly meetings have been held during the year. The lessons for the month have been carefully discussed. These meetings are very beneficial to teachers and aid largely in bringing about a uniformity in methods of teaching.

The theory of the work has been made as important as the practice. The pupils are made to know and understand the character and origin of the materials with which they work. The course has extended from the third to the sixth grades, inclusive, and has embraced every part of plain sewing. Two thousand four hundred and thirty-nine pupils have received regular instruction during the year, and 2,663 lessons have been given.

DRESSMAKING DEPARTMENT.

The work of the dressmaking classes has been particularly good, 362 pupils having been regularly instructed and 555 lessons given.

The only drawback in this department is that there is only one year to the course. Girls are forced to leave the dressmaking school thirsting for further knowledge. For due completion of the entire course of sewing and dressmaking more time should be allowed.

In comparing our sewing schools with those of the North and East, I find that a four years' course is given in plain sewing and two years in dressmaking, and in many instances the work is extended through the high and normal schools.

In order to successfully carry on this system in our schools it would cause the dressmaking to start in the seventh grade and extend through the eighth. By so doing we would have a perfect course, and certainly a practical one.

I am conscious of the fact that this would in some degree affect the course of cooking. Yet I still urge a four years' course in plain sewing, without interruption, and allow the dressmaking to start in the seventh grade. It could be made optional with the pupils to choose between cooking and dressmaking.

If, on the other hand, we are to continue this branch of industry in the sixth grade, let us be allowed to extend it through the seventh.

Each year shows plainly the great amount of work we could accomplish in this department if we only had sufficient time.

I am anxious that our schools should attain as high standard in sewing as any public schools in the country, and such success can only be achieved by a perfect course of study.

An exhibition of the work done in the sewing classes and dressmaking department was held at the Sumner school June 13, 14, and 15. It was well attended, and appreciated by parents and friends interested in educational work.

Every branch of needlework was shown, and every school in which sewing is taught was represented.

I wish to state that a great part of the success of this exhibition was due to the hearty cooperation and untiring efforts of the ladies associated with me in the work. There were on exhibition 200 charts of work and 200 garments.

It would have been very encouraging to the pupils, as well as to me and my assistants, had the teachers manifested more interest in our efforts. The successful teacher is the one who appreciates and is alive to every branch of the school course, whether or not it comes under his or her supervision.

In March our department was invited by the New York Association of Sewing Schools to contribute specimens of our work for an exhibition given by that association May 3 and 4 at the Hotel Waldorf, in New York City. We contributed 12 charts and 12 garments, which represented every part of our work. Our exhibit compared favorably with that of other schools. I inclose a detailed statement of the work, and in conclusion wish to thank you and the trustee, Mr. Cornish, for your hearty cooperation and encouragement.

Consolidated sewing report, June 29, 1895.

[Third, fourth, fifth, and sixth grades.]

Teacher.	Division.	Number of schools.	Number of pupils.	Number of lessons.	Samples made.	Garments made.
E. M. Thomas.....	Seventh	10	220	279	1, 080	80
A. Alexander.....	do	21	504	569	2, 814	135
M. G. Lewis.....	Seventh and eighth A.	21	451	516	3, 201	203
S. A. Goines.....	Seventh, eighth A. and B.	24	530	569	3, 725	465
M. E. Griffin.....	Eighth A.....	3	108	93	797	118
L. A. Hamer.....	Eighth B.....	24	626	637	2, 231	317
Total.....	.....	103	2, 439	2, 663	13, 848	1, 318

1054 REPORT OF COMMISSIONERS OF DISTRICT OF COLUMBIA.

Consolidated sewing report, June 29, 1895—Continued.

DRESSMAKING DEPARTMENT.

[Sixth grade.]

Teacher.	Division.	Number of pupils.	Number of lessons.	Skirts cut.	Skirts made.	Waists cut.	Waists basted.
E. M. Thomas.....	Seventh	145	196	436	119	298	40
M. E. Griffin.....	Eighth A.....	217	359	490	216	455	96
Total		362	555	926	335	753	136

Number of pupils receiving instruction in regular classes and dressmaking..... 2,801

Number of lessons given in regular classes and dressmaking..... 3,218

Respectfully submitted.

C. E. SYPHAX,
Directress of Sewing.

Mr. G. F. T. Cook,
Superintendent of Public Schools.